

Learning Question: Why do we need light?

Driver: Interdependence

Year 3
Autumn 2
Why do we need light?

Hook for Learning

Polka Theatre Trip

23rd November - 3KH & 3AW

24th November - 3MP & 3EH

In Maths, can we...?

Multiplication

- Learn from memory and recall the x2, x5, x10, x3, x4, x6 and x8 times tables
- Show times tables in concrete, abstract and pictorial ways
- Solve multiplication word problems

Multiplication and division

Use concrete, pictorial and abstract methods to:

- 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, including for two-digit numbers
- times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Key vocabulary: multiple, double, halve, half, times, divide, division, share, equal parts, multiply, repeated addition, two step problems, times table

In English, can we...?

Write effective sentences across different genres using:

- Time adverbials
- Direct speech
- Precise verbs
- Onomatopoeia
- Alliteration
- Similes
- Repetition for effect
- Pun/rhyme
- Rhetorical question
- Complex sentences
- Expanded noun phrases
- Personification

We aim to sustain our writing by composing several paragraphs at a time, keeping our

writing clear, coherent and consistent.

We will be basing our writing around the non-fiction text 'The streets beneath our feet and looking at the structure and vocabulary associated with non-fiction explanations.

Key vocabulary: adverbs, noun, verb, adjective, alliteration, onomatopoeia, simile, repetition, punctuation

In Art, can we...?

- Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.
- Encourage close observation of objects in both the natural world.
- Observe and draw simple shapes.
- Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.
- Make initial sketches as a preparation for painting and other work.
- Use smaller eyed needles and finer threads.
- Use colour to express an idea in weaving - seasons, moods, or create a picture - garden.
- Awareness of the nature of materials and surfaces - fragile, tough, durable.
- Tie dying, batik - ways of colouring or patterning material.
- Evaluate artists works

Key vocabulary: composition, photography. Light, camera, expression, concept

In RE, can we...?

- Identify some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son - and is still changing lives today.
- Explore the tradition of present-giving at Christmas, through the account of the birth of Jesus. Children will consider the symbolism of the gifts brought by the Magi, and their meaning for Christians, and evaluate whether different ways of giving at Christmas now might better express the 'spirit' of Christmas.

Key Vocabulary: encounter, influence, miracles, impact,

In PE, can we...?

- Demonstrate an understanding for cooperation within team activities.
- Develop a keen understanding for how we can adapt movement to suit the activity.
- Begin to develop and understand a wide range of vocabulary that supports how we grow as athletes.
- Actively participate in invasion games ranging from football, netball and hockey whilst

coordinating as a team.

- Exercise and develop an understanding of travelling movements

Key Vocabulary: Acceleration, agility, balance, interdependence, coordination, teamwork, obstacles, intervals, flexibility, repetition, pace, range of throws, kick, reaction, pass, mark, tackle

In French, can we...?

Say how you feel and ask others how they are feeling in French.

Count to 12 in French, recognise the numbers in order and randomly.

Christmas in France: look at traditions and celebrations in France for Christmas and New Year.

Key vocabulary:

Comment ça va - how are you, ça va bien - I am good, ça va mal - I'm not good, comme ci comme ça - I'm ok/so so, et toi - and you, merci - thank you.

0 - zéro, 1 - un, 2 - deux, 3 - trois, 4 - quatre, 5 - cinq, 6 - six, 7 - sept, 8 - huit, 9 - neuf, 10 - dix, 11 - onze, 12 - douze

In Music, can we...?

- Learn songs to perform for our nativity
- Sing a range of pitch and tempo
- Use breathing techniques to project our voice
- Learn the names of notes ABCDEFG and see them represented on a stave
- Perform songs in our Christmas Play

In PSHE, can we...?

- Recognise that there are many different types of family.
- Identify the different communities that we belong to.
- Understand respectful language and how we can challenge others opinions in a respectful way.
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Recognise the factors that make people similar to and different from each other;
- Explore why people have prejudiced views and understand what this is.

Key vocab: reldifferent, diversity, tolerance, community,cooperation, support networks, adoption, community, British values, prejudice.

In Science, can we...?

- Ask relevant questions and use different types of scientific enquiry to answer them
- Set up simple practical enquiries, comparative and fair tests.
- Take accurate measurements, where appropriate, using standard units.
- use a range of equipment, including thermometers and data loggers.
- record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- identify differences, similarities or changes related to simple scientific ideas and processes.
- Identify and find patterns in the way that the size of shadows change.
- Identify how light travels and how light sources are formed.
- Identifying how shadows are formed, move and change shape throughout the day in relation to their access to light.

Key Vocabulary:

Light: dark, dull, bright, very bright, brighter, duller, and darker, brightest, dullest, and darkest, Opaque, translucent, transparent, shadow, block, absence of light, reflection, reflect, bounce, mirror, light source, sunset, sunrise, position, sun.

In Computing, can we...?

- Identify how to effectively navigate the keyboard with precision.
- Be able to navigate the home, top and middle keys to support the formation of words.
- To understand typing terminology.
- Recognise and learn the correct way to sit at a keyboard, reducing the strain of the body.
- To review coding vocabulary that relates to Object, Action, Output, Control and Event.
- To design and write a code that stimulates a physical system.
- To understand debugging and develop an awareness of how they can debug programmes.

Key vocab: touch typing, home keys, top keys, bottom keys, posture, typing terminology, coding, object, action, output, control, event, code, debugging, debug, programmes, function.

In Geography can we...?

- Understand what countries the UK is made up of
- Begin to use maps to interpret symbols and find directions
- Learn points of a compass
- Identify key cities and locations within the UK
- Understand that different types of map (including Sat Nav/online maps) are used for different purposes

Key Language: map, mapping, map work, compass, north, south, east, west, United Kingdom, Great Britain, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, location, ordnance survey

- As home learners, can we...?**
- Practise our times tables (confidently recall x10, 5 and 2 and be working on x3, x4, x6, 8 and x11).
 - Read daily at home and record this in our Planners.

Welcome to the Year 3 Newsletter!

Who's Who

Lead Practitioner: Mrs Wallace
3MP: Miss Pepper and Mrs Griessel
3EH: Mrs Holden and Miss Lewes
3AW: Miss Warren and Mrs Bow/Mrs Whittaker
3KH: Mr Hill and Miss McConnell

PE teaching/coaches: Mr Rato, Mr Wilkinson
French: Ms Turan

Dates to remember:

1st, 2nd, 3rd November INSET days
23rd November - Polka Theatre Trip 3KH and 3AW
24th November - Polka Theatre Trip 3MP and 3EH
2nd December - Christmas Arts Day and Christmas lunch
9th December - Christmas Jumper Day
15th December Y3 children's Christmas party (PM)
15th December Christmas performance 9:30am and 10:30am

Home Learning:

Each class has a community harmony book, which rotates between children in each class, inspiring them and others to complete a project in their community.

In Year 3, children are expected to:

- read daily, with comments written in their planners
- practise their times tables (Beginning with 2,5 and 10 and moving onto 3,4, 6, 8 and 11)



Our topic for this half term is:

Why do we need light?

We will be incorporating the driver **Interdependence** throughout our curriculum this half term.



In school notices:

Snacks

In Year 3, children are no longer provided with a piece of fruit by the school. You are welcome to send your child to school with a healthy snack to have at breaktime if you wish. Please **do not** provide nuts of any variety as a snack or in packed lunches due to allergies, this includes Nutella spreads etc.

Coats

Now that the weather is turning cold please ensure children bring a named coat to school every day.

Water Bottles

Please send your child to school with a named, clear water bottle every day. Hydration is proven to have a positive impact on learning.

Communication

Please remember to email the office with any messages for teachers. They will forward this onto the correct member of staff. The email address is office@sandcross.school.

Planners

Please ensure planners and reading books are in school every day.

PE days

The children will continue to wear PE kit to school on the following days:

Monday - all year 3
Tuesday - 3KH & 3AW
Wednesday - 3MP & 3EH

