

WHAT WILL I BE DOING AT SCHOOL THIS TERM?



An overview of some of the work being carried out in Year 3 during the **Autumn term**.

At St Thomas of Canterbury Catholic Primary School we encourage the development of each individual. We accept that you as parents are the first and most important teachers of your children and we support you in continuing this process. With parents, teachers and children, working together, we can achieve a great deal. At St Thomas' we offer **all** children a broad and balanced curriculum which draws on each child's own experience of the world and seeks to develop and extend their understanding of it. The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

In Year 3 we are guided by the key message of our Mission Statement:

We are learning to follow Jesus
Respect and consideration for ourselves and others
Responsibility for our learning
Ready to learn

We will also focus on how we can develop the following attitudes and dispositions in school, both in class and on the playground and carry this into our daily lives: being happy and positive, to be caring and thoughtful of others; showing empathy, to be willing to have a go and embrace new ideas, be good at taking turns, to be tolerant, be adaptable, to be well organized, be self-disciplined, have interests and hobbies, to be socially adept, have an awareness of strengths and failings and is able to accept losing.

In R.E. our topics are:

Homes

We will explore the joys and sorrows of being a family at home and reveal God's vision for every family.

Promises

We will explore how belonging to a group involves promises and rules and reveal the meaning of the promises made at Baptism.

Visitors

We will explore the demands and joys of visitors and reveal that Advent is a time of waiting to celebrate Jesus' coming at Christmas.

Judaism

We will explore the special places: the synagogue and its importance especially for the community.

English

Reading:

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

At this stage, **word reading skills** (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (**comprehension**). In comprehension children will be taught key skills to enable them to read and **develop positive attitudes** to reading and **understanding** what they have read. We will, for example:

- Read, listen, discuss and enjoy a wide range of fiction, poetry and non-fiction as a class and individually.
- Using knowledge of root words to help identify new words.
- Develop word knowledge to understand new vocabulary in context.
- Ask questions to improve their understanding of a text.
- **Use dictionaries to check the meaning of words that they have read.**
- **Record and retrieve information from non-fiction texts.**
- **Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.**
- **Identify main ideas drawn from more than one paragraph and summarising these**

- **Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.**
- Explore themes and conventions in a range of books e.g. good versus evil
- Consider the effect of the author's choice of language
- Offer opinions about what they have read and justify their views.

Spelling:

Children should learn to spell new words correctly and have opportunities to practise spelling skills. This includes the spelling of many words with suffixes, prefixes and homophones. They will begin to learn and use the words included in Appendix 1 of the National Curriculum for years 3 & 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2.

- Adding suffixes beginning with vowel letters to words of more than one syllable
- More **prefixes**
- The suffix –ous
- Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
- Words with the /ʃ/ sound spelt ch (mostly French in origin)
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
- Possessive apostrophe with plural words
- Homophones and near-homophones

Handwriting:

This will continue to be taught, building on the joined writing started in Year 2 to develop and increase consistency and fluency throughout their independent writing.

In our Writing lessons we will be focusing on:

- Composing sentences orally before writing
- **Creating settings, characters and plot**
- **Organise paragraphs around a theme**
- **Use simple organisational devices [for example, headings and sub-headings]**
- Assess the effectiveness of their own and others' writing and suggest improvements – edit and improve.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Use an increasing range of sentence structures.
- Write sentences that include when, where and why something happens
- To organise their writing into paragraphs around a theme
- Check whether their work makes sense

Write for a range of purposes and genres.

- Instructions
- Recount
- Shape poetry
- Explanations
- Letters
- Stories with a familiar setting, focusing on character and mood.
- Non-chronological report

In Grammar lessons we will work on:

- Revisiting basic punctuation, (question marks, exclamation marks and apostrophe for possession).
- Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- Apostrophe for contraction

In Mathematics we will be working on:

Place Value and Numbers:

- Count from 0 in multiples of 4, 8, 50 and 100
- **Read and write numbers to at least 1000 in numerals and in words/ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)**
- Reading and writing numbers to at least up to 1000 in numerals and words.
- Comparing, ordering and understanding place value of 2 and 3 digit numbers.
- Compare and order numbers up to 1000
- **Find 10 or 100 more or less than a given number**
- Identify, represent and estimate numbers using different representations.
- Solve number problems and practical problems involving these ideas
- **Know the value of each digit in a 3 digit number.**
- **Add and subtract numbers mentally, including:- a three-digit number and / ones /- a three-digit number and tens /- a three-digit number and hundreds**
- **Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction**
- **Add and subtract amounts of money to give change**, using both £ and p in practical contexts.
- Estimating and checking calculations
- Estimate the answer to a calculation and use inverse operations to check answers
- Solving addition and subtraction problems including those with missing numbers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication:

- 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 methods.
- **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, progressing to efficient written methods.**
- Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measurement:

- **Measure, add and subtract lengths (m/cm/mm) / Compare lengths (m/cm/mm)**
- **Measure, add and subtract mass (kg/g) / Compare mass (kg/g)**
- **Measure the perimeter of simple 2-D shapes**
- **Measure, add and subtract volume/capacity (l/ml) Compare volume/capacity (l/ml)**

In Science we will be learning about:

Magnets – we will:

- Explore that forces need contact with two objects but magnets attract or repel at a distance.
- Explore everyday materials and identify their properties.
- Describe magnets as having two poles and predict whether two magnets will attract or repel.

Rocks and Soils- we will:

- Compare and group together different types of rock based on their properties. We will learn how
- fossils are formed and be able to recognise that soils are made from rocks and organic matter.
- Ask relevant questions.
- Set up simple, practical enquiries (fair tests).
- Make systematic and careful observations.
- Gather, record, classify and present data.
- Record findings (bar charts and graphs).
- Report on findings.
- Use results to draw simple conclusions.
- Identify differences and similarities.
- Use scientific evidence to answer questions.

In Computing our topic is:

We are Animators -

- We will create a cartoon by considering characteristics of animated cartoons and then look to develop our own skills in bitmap editing and scripting tools.
- We will experience testing, bug fixing and developing our cartoon within the software whilst working collaboratively with a partner.
- We will create an algorithm for an animated scene.
- We will write a program and develop a number of strategies for finding errors in our programs.
- We will learn how to recognise a number of common types of bugs in programs.
- We will also practise our basic skills of opening, saving, copying and pasting, logging on and off the computers correctly and safely.

In Geography we will be learning about:

- The main continents.
- Rivers and mountains of the World.
- Settlements.
- Mapping skills.

In History we will be learning about:

- The Late Neolithic, Bronze and Iron Ages and how their farming methods, religion, tribal kingdoms and art changed over time.
- We will be looking at the history of our own area.
- Finding evidence in historical documents.

In Art and D.T we will be learning how to:

- Mix colours from the colour wheel.
- Experiment with various pencils to explore tone and texture.
- We will be creating our own mini versions of wattle and daub walls and exploring structural and scientific elements of construction.

We will share our ideas, then experiment with new mediums whilst developing a range of art and design techniques.

In Music we will be exploring:

- Sounds - using duration, tempo, structure, beat and rhythm.
- How to play an instrument – the glockenspiel.
- Create a soundscapes to link with our History topic.

In P.E. we will be exploring:

- Tension, stretches and body shapes in gymnastics – linking this to our Science and Maths topics.
- Different ball skills and developing throwing and catching techniques.
- Our own dance creations using individual, partnered and group sequences.
- Movements using shape, balance and travelling.
- Actions to improve fluency.
- Control and fluency when performing.

In French we will be:

- Learning simple greetings and talking about our brothers and sisters. All of this will be done through a range of songs, rhyme, games and conversations to develop listening and understanding of the language.
- Recognising some familiar words in written form.
- Listening attentively and understanding common classroom instructions.

In PSHE we will be:

- Establishing the rules and standards for our classroom.
- Revisiting our understanding of the key messages of the school's mission statement.
- We will be working on the attitudes and dispositions identified as being appropriate for Year
- Three pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.

Each week your child will be set homework linked to subjects covered in class that week. We would appreciate your support in practising these new skills with the children. Reading is part of your child's homework, it is expected that they will read for at least fifteen minutes each night. Please ask your child questions about what they have read and let us know when they need to change their book. Please also sign their reading record each evening to show they have read.

