

# Year 3 Newsletter

## Autumn 1

**Our topic/theme this half term is:**

# Awesome Ancient Britain!

**In this topic, we will be exploring Stone Age Britain and thinking about how life was different for earlier civilisations.**

**Our Key Texts this half term are Stone Age Boy, How to Wash a Woolly Mammoth and James and the Giant Peach.**

## Our English learning this half term:

### Reading:

**In Reading Journal this half term, we will be following the format below:**

- Teacher modelling, sharing a text and working on fluency
- Zooming in on the text with a range of activities.
- Reading for pleasure.
- A focus will be placed on the development of fluency through various strategies and activities, including short written tasks.

### Writing:

**In Year 3, we will be writing Instructional texts and Journey Stories. We will:**

- Explore a variety of texts, in order to identify the key similar features.
- Identify the key organisational features of an instruction text.
- Plan and write instruction texts.

**We will be using the character description toolkit, when writing our journey story using James and the Giant Peach as a stimulus.**

**We will focus on developing the following specific skills:**

- 'Showing, not telling' – describe a character's emotions through senses.
- Develop character through extra details: e.g., hobbies, desires, wishes
- Use adverbs and adjectives to develop our characters.
- Organise writing using paragraphs.

**We will be writing instruction texts based on 'How to Wash a Woolly Mammoth'.**

- Use time connectives and imperative verbs.
- Use conjunctions to link clauses.
- Organise writing using different structural techniques.

**In grammar, we will revisit and build on some of our learning from previous years:** expanded noun phrases, prepositional phrases, adverbial phrases, apostrophes for possession and contraction, progressive tenses and different types of sentences.

## Our Maths learning this half term:

### Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in up to a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different strategies.
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving place value.

### Addition and Subtraction

Add numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.

Subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.

Add numbers with up to three digits, using formal written methods of column addition including exchanging.

Subtract numbers with up to three digits, using formal written methods of column subtraction, including exchanging.

Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

**We will continue to develop our counting skills as part of our mental starters throughout our maths lessons, making links to our times tables.**

## Our Science and Computing learning this half term:

### Science

**Our unit of Science this half term is focused on forces. We will be covering the following knowledge areas:**

- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

**We will be developing the following enquiry skills:**

- Raise relevant questions and use different forms of enquiry to answer them.
- Recognise when a simple fair test is necessary and help to decide how to set it up
- Make systematic observations.
- Make decisions about what observations to make, how long to make them for and the type of equipment needed.
- Notice natural patterns and decide what data to collect to identify them.

### Computing

**Our unit of computing this half term is focused on computer networks and communication. We will cover the following objectives:**

- I can explain what equipment is needed to connect a computer system together.
- I can explain why computers are sometimes used to control things.
- I know what a network is.
- I know what information is.
- I can explain how a computer system connects together.

**Our digital literacy focus this half term will be on creating powerful passwords.**

## Our Humanities learning this half term:

### History:

**Our history focus this half term will be on 'Changes in Britain from the Stone Age to the Iron Age' and we will include the following areas:**

- How do we know about early people?
- What was prehistory and which periods did it cover in Britain?
- What was life like for Mesolithic hunter-gatherers?
- How was life in Neolithic Skara Brae different to the Mesolithic?
- Which was better, bronze or iron?
- What does Julius Caesar's invasion tell us about Britain?

### **We will be developing the following historical skills**

- Develop chronologically secure knowledge and understanding of British, local and world history.
- Address and devise historically valid questions about change, similarity and difference.
- Note connections, contrasts and trends over time.  
Address and devise historically valid questions about significance.

### RE:

**In RE, we will be exploring the traditions of Judaism. We will be recalling their main beliefs, and answer the question of what is important for Jews about being part of God's family? This will include looking at the following elements:**

- The Ten Commandments and the Torah,
- The Synagogue,
- The Shabbat
- Explaining the meaning of Jewish symbols.

### Spanish:

In Spanish, we will be learning to:

Make introductions.

Listen to and recognise key phonemes- saying goodbye.

Recognise different greetings in Spanish- giving greetings for day and night.

Express feelings.

Memorise and rehearse a Spanish rhyme using puppet parade.

## Our Creative Arts learning this half term:

### Art:

- Learn how Laura McKendry and Edgar Degas use charcoal and other mediums to make artwork.
- Children will understand what Chiaroscuro and how they can use it in their work.
- Children will then imitate cave art, using raw materials such as chalk and charcoal based on Chauvet and Lascaux Cave paintings.

### **We will develop the following skills:**

- Developing mark making techniques, such as intricate patterns or smudging, using charcoal and chalk.
- During observational drawing, children should be taught how to represent the tonal scale—the effect of light on an object, including shadows— in drawings using chalk and charcoal.
- Begin to show an awareness of objects having a third dimension and perspective.
- Children should experiment with representing texture in manmade and natural patterns.
- Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.

### Music:

- Listening and responding to Western Classical Music, with movement and storytelling.
- Singing repertoire with dynamics forte and piano. Introduce actions songs and develop anticipation through conducting.
- Compose music on tuned percussion/digital that includes a variety of rhythmic and pitch changes.
- Performing popular, simple melodies on a digital instrument.
- Use listening to copy and repeat simple three note phrases.

## Our PE and PSHE learning this half term:

### PE:

**Our PE units this half term are Health Related Fitness and Football.**

#### **Health Related Fitness**

Learn the importance of health and exercise, and ways in which you can keep fit and healthy by taking part in a variety of activities. Recognise the effects of exercise through body temperature and heart rate.

#### **Football**

Experience: small-sided and modified competitive net, striking/fielding and invasion games; using simple tactics; applying simple rules and conventions.

Develop: making up small-sided games; own game practices; playing games in pairs/small.

### PSHE:

**Our unit this half term is 'Beginning and Belonging'.**

- Contribute ideas to discussions about ground rules for the class and take an active part in activities to help build cooperative relationships in the class.
- Identify emotions that they or someone else might feel in a new situation and will know some ways to help someone who is new to the class and the school.
- Identify people at home, at school and in other contexts of their lives to include in their support networks.
- Know how they can access support and some ways they can help other people.

## Key Vocabulary

### Key Vocabulary for this half term:

#### Maths

Number, equal, equivalent, one hundred more, one hundred less, relationship, sequence, multiple, factor, ones, tens, hundreds, digits, place, represents, exchange, fewer/less/smaller, more/greater/bigger, round up, round down, round to the nearest ten/hundred.

#### English

Apostrophe, noun, expanded noun phrase, prepositional phrase, adverbial phrase, possession, contraction, conjunctions, exclamation, question, command.

#### Science

Nutrition, balanced diet, carbohydrates, protein, fat, sugar, vitamins, minerals, classify, group, keys, variables, fair test, conclusion, prediction

#### History

Stone, Neanderthal, hunter, gatherer, shelter, Neolithic, flint, cave paintings, carvings,

Bronze, Stonehenge, smelting, farming, shield, tools, copper, arrowhead, weapons, settlement, keep,