

Overview of Work
Year 3 Term 3 first half term

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ENGLISH:

This half-term, we will be working on persuasive writing, mainly in advertising and letter writing, and we will be exploring fables.

Reading: one 60 minute Guided Reading session per week with some independent task follow up work, as well as individual reading and reading in the context of the main curriculum objectives. In addition, the children will continue with Accelerated Reader which manages and monitor children's independent reading practice. Children will continue to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a range of fiction and non-fiction, with a focus, in this half-term, on adventure stories and persuasive writing.
- exploring the structure of fictional stories, investigating the purpose of the opening, build-up, main action, climax resolution and ending.
- identifying themes and conventions in a wide range of books.
- discussing words and phrases that capture the reader's interest and imagination.
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- Complete short AR quizzes on the computer where passing the quiz is an indication that your child has understood what has been read.

Speaking & Listening/Writing: Lessons will be based on a specific texts and developing the following skills:

- Understanding persuasive language and techniques.
- Orally presenting persuasive arguments in advertisements and discussions
- Using ICT and pen & paper to draft and develop persuasive texts: advertisements and letters.
- Understanding and using the conventions of fables.
- Using personification to create animal characters.
- Developing plots that teach lessons/morals, in the style of traditional fables.

We will have a particular focus on evaluating and improving our work by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing 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.

Grammar: A SPaG lesson per week. The grammar focus will feed into all written work throughout the week. Areas of focus:

- Subordinate clauses, e.g. With furrowed brow, she quietly pondered what to say.
- Present perfect tense e.g. I have seen that film; He hasn't left yet.
- Prounouns e.g he, them, us, most.
- Inverted commas/speech marks/direct speech.

Spelling: one lesson per week. Spelling patterns/words will be the focus in all written work throughout a two week block. Children will bring a spelling list home to learn every other week. The particular areas focused on will be based on need and progress. All children will get some spellings based on the statutory list from the 2014 National Curriculum. Some other focus areas might include:

- Year 3 and 4 statutory
- Correct use of apostrophes
- Suffixes: adding -ation to make nouns, e.g. inform □ information, adore □ adoration; adding -ly to make adverbs, e.g. sad □ sadly, happy □ happily
- The endings -sure, -ture and -(t)cher, e.g. measure, creature, catcher
- The endings -tion, -sion, -ssion, -cian, e.g. invention, extension, possession, musician
- Suffixes: Adding ly to words

MATHS:

There will be five 60-minute Maths lessons per week. One lesson will focus on Mental Maths and improving mental agility including practising 2, 3, 4, 5, 6, 8 and 10 times table facts and their inverses. Newly introduced homework will focus on skills linked with our lessons and consolidation of work covered previously as well as preparation for future work. Some homework may be written work but also some online tasks.

Number – fractions

- Recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities of 10.
- Solve problems that involve all of the above.

Consolidation week of previous concepts.

- Written methods of column addition/subtraction.
- Mental and written methods of multiplication/division.

Geometry - Properties of Shape (begin this unit)

- Recognise angles as a property of shape or a description of a turn.

- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them.

SCIENCE:

Science is taught for two one hour sessions per week. Much of the work is practical-linked with the development of scientific skills.

Budding geologists will continue to find out what is under our feet. Children will learn about how fossils are formed in sedimentary rocks. They will use their investigative skills to study different types of soils and to use terms such as permeable and impermeable. Through their work in the lab they will begin to understand the importance of investigation considering all of the following: something to measure, something to change, things to keep the same. They will have the opportunity to record results in a systematic and clear way and should recognise why it is important to collect data to answer questions. They will be encouraged to raise questions and select their own equipment, planning and working independently and confidently.

We will then turn our attention to flowers and pollination which will build on our Art work from last term. Children will discover the names and functions of different parts of a flower and will learn about pollination and the role insects and the wind can play in this. They will dissect a flower and use their observation skills to identify its parts correctly. A visit from the Bee Bus will ensure children understand the importance of bees.

Finally in the second half of the term we will move on to the properties of Light. We will consider the importance of the Sun as our natural source of light and understand how we need to protect ourselves from its harmful rays. We will consider the terms opaque, translucent and transparent and investigate different materials. We will look at shadows and find out how they are formed, making sundials to put our theory into practice. Finally we will investigate reflection and set up experiments to find out how light travels.

COMPUTING:

This term the children will become opinions pollsters and analysts. They will begin by looking at the different types of questioning from open to closed questions and how easy the answers are to analyse. The children will design a survey to collect data on a topic that interests them creating the survey using Google Forms. Once the surveys are complete the children will have a chance to collect data by answering each other's surveys. We will then spend time analysing and presenting our findings by producing charts to show our results.

HISTORY:

This term the children will be studying the Stone Age to the Iron Age. They will learn the definition and time scale of human prehistory. They will learn how artefacts are used to help us understand about early humans and how archeology has an important role in finding out about the past.

They will learn how the first people arrived in Britain and how they lived during the Palaeolithic period, the Mesolithic period, and the Neolithic period throughout the world. They will be working with a timeline, placing events in chronological order, comparing houses and early farming over these periods and closely examining and recreating cave paintings.

Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements. Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain.

If you are going to the UK over the summer you may be interested to visit Stonehenge or Skara Brae in the Orkneys as the children will have learnt about these.

MELS:

Our theme for the coming months will be 'I Take Care of My World'

Risks threatening our world:

Children will understand that they need to look after the natural resources of our world, protect the environment and consider ways of restoring and preserving what is already in place. In the words of Sheikh Zayed bin Sultan Al Nahyan, "Our environment and resources are not our property; they are entrusted to us. We all have responsibility for looking after them and passing them on safely to future generations."

A Sun Safety talk will be delivered to establish a clear understanding that they are responsible for ensuring they are sun safe and the importance of staying hydrated and in the shade during their playtimes. At this time of the year it is essential to remind the children to be sun aware and to appreciate the consequences of over exposure to sun and heat.

ART:

This term we will turn our attention to using their knowledge of Georgia O'Keefe and look at how Batik art is created and made. Children will apply their sketching skills onto different media and use painting techniques to create a Batik style piece of art.

Design Technology/Food Technology:

To link with our Stone Age to Iron Age theme children will investigate the seasonality of food and the methods by which it is grown/harvested and processed. They will design an innovative, functional and appealing product in the form of a soup using ingredients that were available to humans in this era. They will review their work and suggest ways of improving in the future.

SOCIAL STUDIES B

This half term the children will be looking into Cultural Diversity within their own classroom and understanding what the word 'Expatriate' means. With the Holy Month of Ramadan beginning during this section of the Term we will be exploring: breaking the fast, Suhoor, Taraweeh Prayers and respecting/learning the Ramadan customs of the people of the UAE.

PE:

Physical Education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The Physical Education Curriculum aims to provide for pupils' increasing self-confidence through the ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aim to cater for individual pupils' needs and abilities. The scheme of work is

based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

During this half term in PE, the children will continue their Swimming lessons continuing to develop their technique and confidence in the water. In their other PE lessons, they will be focusing on striking and fielding games.

Don't forget to check the PE Weebly page: <http://bsakprimary.weebly.com/pe>

MUSIC:

We will be learning how to sing expressively, in tune and in parts showing control of the musical elements. The children will be exploring the Music stave using pitch awareness and notation. They will be developing their ability to recognise, and use pentatonic scales and create short melodies and accompaniments. The children will also be exploring sound colours and learn to create, perform and analyse expressive compositions.

FRENCH:

As we reach term 3, we are moving on to the story of Le Petit Chaperon Rouge (Little Red Riding Hood). Using this story, we will learn about parts of the body, as well as learning how to read longer sentences and using key words to help comprehension.

If you have any questions, please do not hesitate to contact your child's class teacher.

Best wishes,

The Year 3 Team