



Points of Interest

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Curriculum

A detailed curriculum map accompanies this newsletter, detailing all of our work for the half-term. Please remember to provide the office with an up to date email address, as this really helps us with making sure correspondence is getting home! These documents will also be shared on Class Dojo.

School Uniform and PE Kit

Please ensure that all school uniform and PE kit has been named! We have been inundated with children looking for lost jumpers, coats and uniform and finding it is made a lot easier if clothing is named.

Please note that whilst the adults at school try to support children with looking after their uniform, ultimate responsibility lies with the children. Teachers and Teaching Assistants do not have the necessary time to track down lost clothing.

With the weather getting colder, please make sure children come to school with a coat and jumper. Also, we will continue to teach PE outside for as long as possible and as such they will need a suitable jumper and jogging bottoms.

Year 3 Newsletter

Welcome Back!

We hope you had a very enjoyable half-term break and that everyone is rested and ready to learn! We have some very exciting topics coming up over the next few weeks.

Stone Age

This half term, our main focus is on the Stone Age. We will be learning about what life was like during the Paleolithic, Mesolithic and Neolithic eras and the important changes that took place at this time.

We will also find out about Stone Age animals and how the discovery of Skara Brae helped archaeologists to learn more about our Stone Age ancestors. We will make links to our English work on Stig of the Dump and our Science topic on rocks, fossils and soils.

The children will take part in a variety of drama based activities where they will pretend to be part of a Stone Age tribe.

We will also continue to develop the children's artistic skills, using pastels and chalks to create cave art based on the paintings found in the Lascaux caves.

The children always enjoy having visitors to enhance their learning and this half term we are lucky to welcome to Dan Shadrake from Portals to the Past on Thursday 21st November. He will be talking to us about the Stone Age and will lead a variety of different activities. We are also treating this as an excellent opportunity to dress up in Stone Age attire. This is of course optional and if children do not wish to dress up, then we ask that they wear normal school uniform.

If you are a Stone Age expert, a geologist, or could contribute to our curriculum in any other way, please let us know.

Parents Evening

We are holding our first Parents Evening appointments on Monday 11th and Thursday 14th November between 3.30 and 7.20. We are looking forward to meeting you all to discuss your child's progress so far this year. 3L, 3M and 3R's appointments will take place in rooms in the upper school area as the After School Club will be using the small hall. Please look for signage when you arrive at the main office. Their school books will be available outside the room for you to read either before or after your appointment. We are sure you will enjoy seeing what they have achieved already! If you have yet to make an appointment for this, please contact your child's teacher directly or via the school office.

Parent Volunteers

We are always looking for parent volunteers! Whether this is as a one off or on a more regular basis, it can have a really positive impact on the children we teach. We'd love help to hear readers in particular, however if you have a certain skill or strength that you'd like to share, then we'd be keen to hear from you too! If you think you may be able to help, please speak with your child's teacher or email the school office.



Optional Activities

to support your child's learning

November 2019

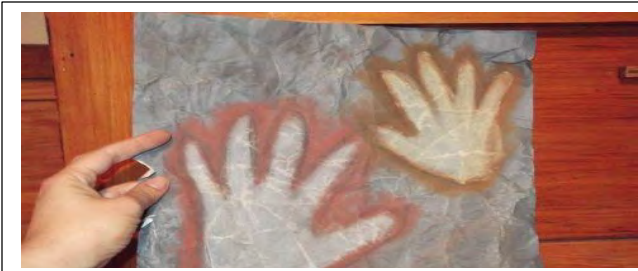
The Stone Age

This half term we will be learning about the Stone Age! As part of our topic we will be learning about the Stone Age village of Skara Brae. There are activities and information linked to Skara Brae at the website below:
<http://www.bbc.co.uk/scotland/learning/primary/skarabrae/>

You could conduct some of your own research and present your findings to your classmates...

Why not try making your own Stonehenge using cardboard boxes and modelling materials?

Children could use paint and a sponge to create hand stencils like the ones found in caves. They could hold their hands still in a chosen position while a partner paints round them.



Reading Ideas

Stone Age Boy by Satoshi Kitamura

Wolf Brother by Michelle Paver (recommended for more confident readers)

The Boy With The Bronze Axe by Kathleen Fidler

How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley

Year 3s also recommend Horrid Henry books by Francesca Simon! "They are very funny!"

Science

Rocks and Fossils

Many children love collecting rocks and fossils and finding out more about them. You could go for a walk at the beach and look for interesting stones, then try to work out what you have found using a library book or the internet.

It is also fun to use plasticine to make "fossils", by pressing a dinosaur toy into a flattened piece of plasticine and looking at the imprint! Test this out with a non-precious toy first to make sure it works well!



Maths Skills

Multiplication and division

Could you make a version of this game to play at home? You could make the cups worth any value you choose, depending on what times table your child is learning.

Five children are playing a game.

They score 4 points for every bucket they knock down.



If you try out any of these activities or do any other work related to our curriculum, please let us know! We'd love to hear what you have been up to and have you share your learning/experiences with us! Of course, we are always happy to give out team points for excellent work at home!.

Year 3 Curriculum Map Autumn Term 2 2019

	1	2	3	4	5	6	7
English Spoken English, reading comprehension, writing composition	<p>Sentence Construction</p> <p>Children will discuss and explore using single and multiclaue sentences.</p> <p>They will learn how and why they use capital letters and full stops in their writing and apply it to their single/multiclaue sentence constructions.</p> <p>Children will discuss the use of effective verb choices within their writing. Using drama techniques, they will explore how different actions can give a different 'feeling' and 'emotion'.</p>	<p>Narrative writing:</p> <p>Stig of the Dump Reading the beginning of Stig of the Dump and looking at how authors create settings effectively.</p> <p>Using drama to explore ideas around the setting to help us get into the story world and begin to identify with the characters.</p> <p>Writing the setting for the start of a similar story, using prepositions to explain where things are located.</p>	<p>Narrative writing:</p> <p>Stig of the Dump Rewrite part of the story, changing it from present to past tense using their grammatical understanding.</p> <p>Children use their knowledge of Stig and Barney's characters to write about presents that Barney could take to Stig. They will explain reasons for choosing these items based on the text.</p> <p>Children will write a story imagining that they met one of the Stone Age animals that they have researched.</p>	<p>Recount writing:</p> <p>Children will explore the world of the Stone Age using drama and outdoor activities to generate exciting vocabulary and descriptions. They will use their experiences from the Stone Age day to gain further knowledge about the topic.</p> <p>We will also read "Stone Age Boy" and a range of other texts to gather more knowledge on the topic.</p>	<p>Recount writing:</p> <p>Children will use their experiences and knowledge to write a recount imagining that they travelled in time to the Stone Age. They will use the key vocabulary they have gained to help them write an engaging and descriptive account of their experiences.</p>	<p>Poetry</p> <p>Children will explore and discuss different forms of poetry, analysing key features, rhyming structures and unusual language choices.</p> <p>They will use inference skills to try and find meaning in poems.</p>	<p>Poetry</p> <p>Using the knowledge gained in the previous week, children will create their own Christmas or winter themed poetry.</p> <p>Part of this learning will focus on shape poetry and how this visual imagery can be effective.</p>
Vocabulary, Grammar and Punctuation	Single and Multiclaue sentences. Capital letters and full stops. Effective verb choices.	Prepositions, Continuing work on capital letters and full stops to make complete sentences.	Conjunctions to express time and place, past tense, varied sentence openers	Powerful verbs and adjectives for description, adverbs,	use of commas, question marks Correct use of <i>a</i> or <i>an</i> , use of inverted commas for speech	Inference of meaning via the context of a text.	Changes in punctuation 'rules' in poetry.
Spelling	Adding the suffix –ly (quickly, quietly, loudly)	The n sound spelt kn or gn (knew, kneel, knife, gnaw, gnome)	The igh sound spelt y (shy, sky, fly, terrify, reply)	Adding the suffix –ing where you need to double the consonant first. (stopping, slipping, nodding, flapping)	Adding the suffix –ing where you need to 'drop the e' (racing, baking, making)	The j sound spelt with a j, g, ge or dge. (jacket, jar, giant, magic, badge)	The j sound spelt with a j, g, ge or dge. (jacket, jar, giant, magic, badge)
Maths	Adding and subtracting three digit numbers using exchanging where necessary. Children will use a variety of concrete resources to support them with solving fluency, reasoning and problem solving activities.	Looking at different representations of multiplying a number by 3. Using concrete and pictorial representations and relating to division.	Using concrete materials, pictorial methods and bar models to multiply and divide by 4. Solving problems related to the 4 times table. Understanding that the 4 times table is double the 2 times table	Understanding that we can double the 4 times table to work out the 8 times table. Learning the facts in the 8 times table	Assessment Week Children will take part in a series of assessments to help us track progress throughout the year and to identify future areas of support.	Consolidation of the concepts taught across the Autumn Term. Teachers will use this time along with the test results to address any mathematical misconceptions.	Problem solving and mathematical games where children will need to show team work and cooperation skills.
Science Rocks and soils	To explore rocks around us. Children will discuss the origins of rocks and become 'rock detectives' around the school	To explore and compare different types of rock Handling and looking closely at different types of rock.	To know the three different types of rock (sedimentary, metamorphic, igneous) and to know that rocks change over time.	To plan and carry out an investigation to find out the permeability of rocks. Children will record their results and present their findings through graphs and written conclusions.	Investigate and describe how fossils are formed. Children will create diagrams to help illustrate this process alongside their descriptions.	Children will make their own 'fossils' using naturally occurring materials, clay and plaster of paris.	Recap and consolidate learning from the previous 6 weeks learning.

I.C.C Rockin' and Rollin': The Stone Age DT Mini Project: Making pop-up cards	Entry Point – guided visualisation exploring the senses of what it was like to live in the Stone Age Knowledge Harvest – children look at pictures of evidence from the Stone Age and explain what they already know as well as thinking of some 'I wonder' questions.	Placing the Stone Age on a timeline and beginning to understand chronology. Learning about animals that were alive during the Paleolithic period and making notes about them.	Studying cave paintings and their meanings by looking at photographs and video clips of the famous paintings in Lascaux Caves in France. Creating their own cave paintings based on a range of media. Learning about life in the Mesolithic era and how a child might have lived at that time.	Stone Age Day Children will dress up as Stone Age hunter gatherers and take part in a variety of drama based activities, team work games and information gathering work. They will use much of the knowledge gathered from this to help create a recount.	Children will learn and write about the changes that took place in the Neolithic era and how they affected everyday life, including the impact of the introduction of farming. Learning about Skara Brae, a Neolithic settlement. Comparing the Mesolithic and Neolithic eras. Looking at tools and arrowheads from the Stone Age and inferring their uses.	Looking at Stonehenge. Effect of light on Stonehenge and imagining what it was built for. Pastel work based on Stonehenge, using pastels to create light effects. Studying Stone Circles and thinking about how they may have been used. Debating whether life was better in the Stone Age or now, and giving reasons for opinions.	DT Mini Project Investigating pop-up cards and finding out how they work. Making prototypes and evaluating work to make improvements. Thinking about who the card is aimed at and what they would like. Making pop-up greetings cards using the techniques they have learned. Creating a polished final product and evaluating the process.
Computing Coding	Children will use the website studio.code.org to learn how to code using blocks. This uses a programming language called "Blockly" based on Javascript. Children will learn how to create algorithms to program moves, turns and other commands, as well as using repeat loops to avoid having to rewrite the same code again and again. Finally, they will learn how to troubleshoot and debug their algorithms.						
R.E Why is the Nativity story important to Christians?	Children will create a mind map of everything they know about the Christmas story and come up with questions.	We will read the Christmas story and think about the important events.	We will look at the important characters in the story and think about the part each played in the Nativity.	Children will learn the meaning of the word "incarnation" and what this means to Christians.	Children will prepare questions for their visit to the church.	Visit to the Church to learn about the Nativity and how Christians celebrate the Christmas story.	Expressing our learning – what have we found out about why Christmas is an important time for Christians?
P.E	Children will take part in a variety of skills based activities focussing on improving balance, core strength, team work, agility, accuracy, speed and other useful sporting attributes. This may be done through a range of stand-alone drills and activities or through a longer units of dance, gymnastics, hockey and other sports.						
Music Play It Again	Investigating the different instruments of the orchestra. Children will listen to "Peter and the Wolf" and identify the different instruments and their characteristics. We will also be working on learning a variety of songs for the Christmas concert.						
French	This term we will be continuing to practise greetings and introductions through role play. We will learn the vocabulary for parts of the body and numbers (un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze) by singing various songs including 'Alouette', 'Les os les os', and 'Dix dans le lit'. We aim to focus on one story, 'Le Bateau Rouge'.						
PSHE/Circle Time PATHS	Understanding anger and learning how to calm down to solve problems	Making good choices	Seeing other people's point of view	Playing fairly and the fair play rules	Feeling shy or lonely; making new friends	Being a good winner/loser. Problem solving strategies. Children will use drama and role play to explore how situations can be handled differently and how appropriate conversations can be used.	