



The Cape Primary School

• Excellence through partnership •

Year 3

In English...

In English, we will read 'There's a pharaoh in our bath' by Jeremy Strong. Through this text, we will use similes and adjectives to produce some descriptive writing. We will also learn the layout features of a letter and how to use formal language.

In addition, we will find out all about Egypt in order to produce a non-chronological report.

We will learn how to write in first person and past tense through our writing of a recount too. Children will also be learning and regularly tested on Year 3 and 4 common exception words.

Our Pledge. We promise to...

Learn how to use an apostrophe for contraction and possession.

Can use fronted adverbials with a comma in your writing.

Use a range of conjunctions from your year 3 list when you are writing.

Learn how to organise your writing using paragraphs.

Read your writing back to check it makes sense by carefully linking sentences and paragraphs so your writing is clear and understandable.

In Maths...

We will focus mainly upon place value during Autumn term, looking at the value of numbers to 1000, partitioning and representing these in different ways. We will begin to add and subtract numbers up to 1000.

In Autumn 2, there will be more of a focus on written calculations for addition and subtraction, multiplication and division. We will use practical equipment as well as the bar model, part-whole model, place value grid and other pictorial methods to support our learning.

Our pledge. We promise to...

In maths we will make sure you...

Have a strong understanding of numbers to 1000. (e.g. write, read, compare, order)

To understand the value of numbers within the number system in order to recall number facts fluently on the Year 2 Poster.

To understand how to use concrete resources, representations and mental strategies to help you with your Maths.

To be able to talk about your Maths learning using resources, representations or mental strategies.

In Science...

In this unit of work children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their food; they get nutrition from what they eat. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement. They will learn about the diaphragm, breathing and how our breathing is affected when we exercise.

In this unit children will compare how different objects move across a range of surfaces. They will notice that some forces need contact between two objects- but magnetic forces can act at a distance. They will 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. Children will observe how magnets (attract and repel each other and) attract some materials and not others. They will describe magnets as having two poles and predict whether they will attract or repel each other, depending on which poles are facing.

What you need to know about Year 3

Important dates this term:

Thursday 18th September 8:45—Welcome to Year 3 meeting

Tuesday 21st October—Year 3 Diwali assembly

Thurs 23rd October—Learning Together Day

Fri 24th October—INSET day

Monday 27th October—Half term holiday

19th December—Break up for Christmas holiday up at 1.30pm

Staff working in Year 3:

3A— Miss Donnelly

3B— Miss Ahsan

3C— Miss Mawdsley

LSPs Miss Ambleton, Miss Akhtar

Our P.E days are:

3A: Tuesday and Thursday

3B: Monday and Thursday

3C: Monday and Thursday

Please ensure children wear the correct kit on each day and all jewellery is removed and hair tied back.

You can help at home by:

- Listening to your child read regularly.
- Practising the spellings from the spelling list.
- Use websites for times tables (TT Rockstars) and reading.

In P.E...

Football: children will be able to explore shooting and passing the ball and talk about the difference between them. They will be able to run in a straight line with the ball before using the correct technique for passing with their strong foot. They will begin to dribble the ball, making small touches and keep the ball under control. They can implement the skills and tactics into a small game situations and begin to show and explain basic rules of the game.

Cricket:

In this unit children will develop an understanding of the sport Cricket. They will develop their confidence in passing and receiving the ball through different throwing techniques. They will confidently hold a cricket back to effectively strike a ball. Children will develop an understanding of kwik cricket and begin to apply this into game play.

Gymnastics: children will know the principles of balancing and be able to apply them on floor and a variety of apparatus. They will be able to enter, hold and exit a shoulder balance with control and balance. Children will be able to continue to perform a range of shapes whilst lying and standing. They will be able to explore travelling whilst using various hand apparatus and apply this into a short sequence along with learnt skips, leaps, steps and jumps, individually or with a partner. Children will be able to talk about performances and how they are similar and how improvements can be made.

Basketball: children will explore bouncing, shooting, dribbling and throwing and catching a basketball. They will be able to use different passing movements including chest, bounce, overhead and javelin pass. Children will have an understanding of spatial awareness and the basic rules of basketball and use this knowledge in small



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In Computing...

This term the children are learning about connecting computers. Children will learn to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Then they will be introduced to computer networks.

In Autumn 2, learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

In PSHE...

In this unit children will have an understanding of:

- link between physical, emotional & mental health.
- being different to others.

- detrimental effects of long periods of device time.
- changing needs as their bodies grow older.
- routines which limit spread of bacteria/viruses.
- how to call for Emergency Services.
- how to use basic First Aid

In this unit children will, define emotions: loss & separation, resilience & frustration.

Understand need to seek help if feeling worried, hurt or sad.

Recognise, name & deal with feelings positively.

Describe how to stay safe in different situations: out on the street, online, in the home (household products,

In Music...

The children are lucky in year 3 to have a music specialist to teach ukulele.

Everyone will have a ukulele and will get the chance to learn and play a wide variety of songs from a range of genres. We learn several chords and a multitude of lyrics.

In MFL...

In this unit the children will:

Pinpoint Italy on a map of the world. Ask and answer the question 'How are you?'. Say 'Hello' and 'Goodbye'. Ask and answer the question 'What is your name?'. Count to ten. Say ten colours. Be introduced to ten animals.

Match all the new Italian words to the appropriate picture. Remember the words for at least five animals in Italian unaided. Attempt to spell at least three animals correctly.

In RE...

In this unit of work children will learn about religious festivals from a range of religions. They will learn the significance of them and explore how they are celebrated. They will also learn the link between these religious festivals to the sacred scripts. They will describe how people show devotion to God and commitment to key values in these festivals.

In this unit of work children will identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean. They children will learn how Hindus worship and about the practices and procedures they engage in to demonstrate their faith.

In Creative...

In Art & Design children will learn to join and shape clay to create a scarab beetle.

They will then develop their 3D drawing skills from observing their own art work where they will build on their knowledge of tonal variation, understanding where the dark and light parts of the drawing are and learn how to shade in order to create a 3D image.

In Design & Technology (Textiles) will build on their knowledge from year 2 to make a cartouche cover. They will build on their prior knowledge of how to join fabric in simple ways so as to learn how to strengthen, stiffen and reinforce existing fabrics. Children will build upon their use of simple patterns and templates for marking out in order to understand how to securely join two pieces of fabric together as well as the need for patterns and seam allowances. They will generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user as well as produce annotated sketches, prototypes, final product sketches and pattern pieces. Children will select and use a range of appropriate tools with some accuracy as well as select fabrics and fastenings according to their functional characteristics.

They will test their product against the original design criteria and with the intended user and consider others' views.

In Geography children will focus on the human and physical features of Egypt as well as the importance of the river Nile in helping to shape the way the Ancient Egyptians lived. They will continue to use the 4 points of a compass, as well as letter and number co-ordinates to locate key features on a map. Children will begin to understand how climate zones, vegetation belts, natural resources and water influence where people choose to settle and how they use the land.

In History children will learn about the Ancient Egyptian civilization and its impact on History. They will develop their chronological understanding using a timeline with a given scale, as well as understand that timelines can be divided into BC and AD. They will begin to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

