Abbey Farm
Educate Together

Year Three Termly Overview

Term One	We Will Rock You

VALUE OF THE TERM:	COMPASSION

PE DAYS:	MONDAY & WEDNESDAY

LIBRARY & READING BOOK CHANGE:	MONDAY

This terms topic begins with a 'sparking start', which will let us immerse ourselves in the topic. Our learning concludes with a 'fantastic finish' which allows us to showcase our learning.



SPARKLING START:	STONE AGE CURATIONS
FANTASTIC FINISH:	IRON AGE CRAFT



FREQUENTLY ASKED QUESTIONS	
<u>Where can I find my child's handwriting log-in?</u> Letter-join At school, we follow 'Letter-join' handwriting scheme. If you wish to practice letter formation or letter joins at home, you can find your child's handwriting log-in in the rear of their yellow reading record. *We request that you only use your child's year group log-in as this is tailored to match our learning at school.*	<u>Where can I find my child's Times Table Rockstars log-in?</u> TIMES TABLES ROCK STARS Our school subscribes to Times Table Rockstars which allows children to practice their times tables by playing a range of games. As your child plays, the range of times tables available will become wider. You can find your child's log-in in the rear of their yellow reading record.

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Learn Together

In Learn Together, we will be exploring 'feelings'.

We will be learning to:

- name and describe feelings such as loneliness, enjoyment, jealousy, pride, frustration.
- demonstrate an understanding that all feelings are a normal part of the human experience.
- demonstrate an understanding that all feelings are transient, they come and go and are not a part of who we are.
- identify appropriate responses to these feelings by engaging in role play and creative work around these feelings.

This term will focus on the following rights:



ARTICLE 12: You have the right to give your opinions freely on issues that affect you. Adults should listen and take you seriously.

ARTICLE 13: You have the right to share freely with others about how you feel, what you have learnt and think through discussion, drawing, writing or in any other way unless it harms other people.

ARTICLE 29: Your education should help you to fully develop your personalities, talents and abilities. It should teach you to understand your rights, and to respect other people's rights, cultures and differences. It should help you to live peacefully and protect the environment.

Mathematics

Across this term, we will be focussing on consolidating our knowledge of place value and extending this knowledge to one thousand.

<u>Place Value (within 100)</u>

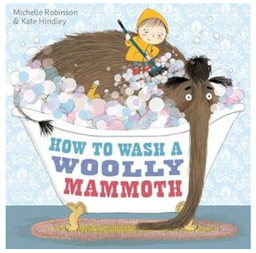
- To represent numbers to 100 using base ten and pictures.
- To partition numbers into tens and ones using a part-whole model.
- To flexibly partition numbers using a part-whole model.
- To represent numbers to 100 on a number line with varying increments.

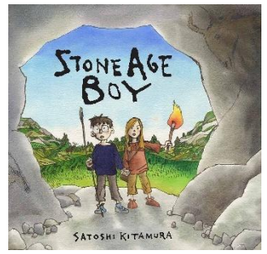
<u>Place Value (within 1000)</u>

- To count in 100s.
- To represent hundreds using base ten and pictures.
- To represent hundreds and tens using base ten and pictures.
- To represent numbers to one thousand using base ten and pictures.
- To identify hundreds, tens and ones.
- To partition numbers to one thousand into hundreds, tens and ones using a part-whole model.
- To flexibly partition numbers using a part-whole model.
- To represent numbers to one thousand using place value counters and pictures.
- To represent numbers to one thousand on a number line.
- To estimate on a number line.
- To order numbers within one thousand.
- To count in 2s, 5s and 10s.

English

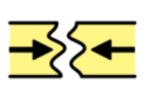
Across this term, we will be looking at two focus texts.





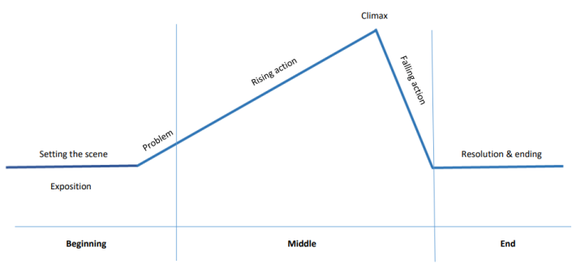
The first is 'How to Wash a Woolly Mammoth' by Michelle Robinson. This book provides a ten step guide to washing a *notoriously tricky to clean* woolly mammoth! Although, in practice, we soon discover that there are many difficulties in getting this animal into the bath! We will use this book as inspiration for writing our own instructions on how to feed a woolly mammoth; another notoriously tricky task.

When writing to inform, our focuses in writing will be:

		
using a clear structure	using adverbs and fronted adverbials	using conjunctions

Our second text is 'Stone Age Boy' by Satoshi Kitamura. A story about a time travelling boy who accidently lands in the Stone Age. During his travels, he learns all about early human life…. until a bear arrives anyway! We will use this book as inspiration for writing our very own narrative.

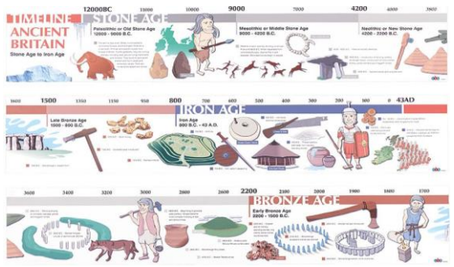
When writing our narrative we will be focussing on consolidating our Year Two knowledge and carefully considering how we can develop a story arc.



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History – Stone Age to the Iron Age

In history, our main enquiry question is How did Britain change during Prehistory? We will be looking closely at the lives of early humans and will gain an understanding about changes in Britain from the Stone Age to the Iron Age.



We will be carefully looking at historical sources to answer the following questions:

1. What is prehistory?
2. How did people live in the Stone Ages?
3. Why is it called the Neolithic revolution?
4. Did metals change everything?
5. What evidence do prehistoric monuments offer?
6. How was iron better than bronze?

Science - Rocks

In science, our learning focusses around rocks; where we will be looking closely at their formation and properties.

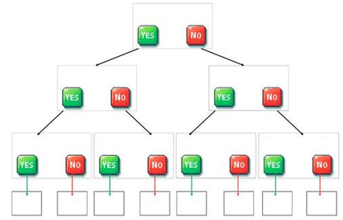


Your child will be learning to;

- explore the formation and properties of igneous rocks, sedimentary and metamorphic rocks.
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- describe simply how fossils are formed.
- recognise that soils are made up of rocks and organic matter.

Computing – Branching Databases

In computing, we will be developing our understanding of branching databases.



Your child will be learning to;

- investigate questions with yes / no answers.
- identify attributes that you can ask yes/no questions about
- create questions with yes/no answers; choosing questions that will divide objects into evenly sized subgroups.
- recognise that a data set can be structured using yes/no questions.
- explain that a well-structured branching database will enable you to identify objects using fewer questions.
- relate two levels of a branching database using 'AND'.
- suggest real-world applications for branching databases.

Art – Gestural Drawing

In art, we will explore the qualities of charcoal, opening our minds to its mark making possibilities and consider how we can combine charcoal with other complementary materials.



Your child will be learning to;

- look closely at artists which use charcoal in their work; talking and thinking about the marks they used.
- create large and loose gestural sketches using my body.
- experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal.
- use Chiaroscuro in their work.
- use light and dark tonal values in their work; to create a sense of drama.

Music – Discover Beethoven

In music, we will be learning about the life and music of Ludwig Van Beethoven and exploring Beethoven's Symphony No 6, though the story of Nate and his dog, Luna. We will become more familiar with the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and learn different forms of notation, including pitch notation and stick notation.

The activities aim to:

- develop your child's knowledge and awareness of music through listening, movement, dance and composition and increase their understanding of the interrelated dimensions of music.
- help your child sing and perform songs in a range of contexts, using their voice expressively and creatively, pitching notes accurately and singing with an awareness of the musical elements.
- encourage your child to listen critically to a range of music identifying key instruments, changes in musical elements, and share and discuss personal responses to the music using musical vocabulary and with awareness that the music can evoke a specific atmosphere, mood or environment.
- help your child develop an awareness of different notation by exploring, composing and performing their own compositions.

Physical Education

<u>Coordination: Footwork & Static Balance</u>

- I can hopscotch forwards and backwards, alternating my hopping leg each time.
- I can complete 3 step zigzag patterns forwards.
- I can combine side-steps with 180° front pivots off either foot.
- I can skip with knee and opposite elbow both at 90° angle.
- I can hopscotch forwards and backwards, alternating my hopping leg each time.
- I can move with balance and control throughout by keeping my head up and back straight.
- I can move with fluent, smooth movements by using the balls of my feet.
- I can move well in both directions / on both sides by bending my knees and using my arms to help balance.

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