

Term Six	ISLAND INVADERS
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VALUE OF THE TERM:	HONESTY	PE DAYS:	MONDAY & THURSDAY	LIBRARY & READING BOOK CHANGE:	MONDAY
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This terms topic begins with a 'sparkling 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:	ROMAN CURATIONS
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	FANTASTIC FINISH:	ROMAN EXPERIENCE
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FREQUENTLY ASKED QUESTIONS

Where can I find my child's handwriting log-in?



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.

Where can I find my child's Times Table Rockstars log-in?



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.

Learn Together

In Learn Together, we will be exploring 'Our Educate Together School'.

We will be learning to:

- demonstrate an understanding of the history of our school and the origins of the Educate Together movement.
- demonstrate a pride in belonging to our school community by researching school teams, school accomplishments and school contributions to the local community.
- explore what is appropriate to share with friends, classmates, family and wider social groups including online.
- understand privacy and personal boundaries including online.
- keep ourselves safe online e.g. passwords, trusted sites and adult supervision.

This term will focus on the following rights:



ARTICLE 13: You have the right to get information and share your views.

ARTICLE 24: You have the right to be as healthy as possible.

Mathematics

Across this term, we will be focussing on the following areas:

Money

- To recognise coins.
- To recognise notes.
- To add notes and coins using the notation £___ and ___ p.
- To compare amounts.
- To convert pounds into pence.
- To convert pence into pounds.
- To convert mixed amounts into pence.
- To add money.
- To subtract money.

Shape

- To understand turns and angles.
- To understand right angles.
- To compare angles.
- To measure and draw angles.
- To understand vertical and horizontal.
- To understand parallel and vertical.
- To recognise and describe 2-D shapes.
- To recognise and describe 3-D shapes.
- To make 3-D shapes.

Statistics

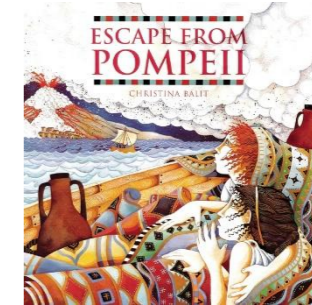
- To interpret pictograms.
- To draw pictograms.
- To interpret bar charts.
- To draw bar charts.
- To collect and represent data.
- To understand two-way tables.

Times Tables



We are focusing on quickly recalling the 2-, 3-, 4-, 5- and 10-times tables.

English



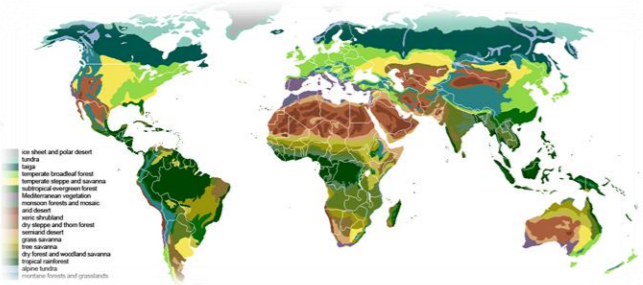
Our focus text, 'Escape from Pompeii', follows a young boy and his best friend as they witness an eruption of Mount Vesuvius. Luckily, the children survive by hiding on a boat! We are going to use this text to write a narrative about the children's escape. Once we have completed this, we will be writing an information text on the Romans using our learning in history.

When writing to entertain, our focuses in writing will be consolidating previous learning. In addition to this, we will be:

using a clear structure	using adverbs and fronted adverbials	using conjunctions
	shouted whispered	
using dialogue; punctuating it correctly.	using a range of reporting clauses to reflect the character's feelings and actions.	choosing verbs and adjectives carefully to reflect the setting and characters.
<i>What did the Romans wear?</i>	 A lion resting on her Mum.	judge
using headings and simple paragraphs	using captions	using spellings mats to support our spelling.

History - Romans

In geography, we will build on our understanding of the world by exploring biomes.



Your child will be learning to:

- describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts.
- locate, identify, and describe different biomes around the world.
- explore why biomes are important and what they provide for the plants and animals that live there.

Science - Plants

In science, we are going to be carrying our scientific enquiries which take the children through a series of scientific skills.

Your child will be learning to:

- ask relevant questions and use different types of scientific enquiries to answer them.
- set up simple practical enquiries, comparative and fair tests.
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers.
- gather, record, classify and present data in a variety of ways to help in answering questions.
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- identify differences, similarities or changes related to simple scientific ideas and processes.
- use straightforward scientific evidence to answer questions or to support their findings.

Computing - Desktop Publishing

In computing, we will explore desktop publishing.



Your child will be learning to:

- use the terms 'text' and 'images' and understand that they can be used to communicate messages.
- use desktop publishing software and make careful choices of font size, colour and type to edit and improve premade documents.
- use the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.
- add text and images to create their own pieces of work using desktop publishing software.
- use a range of page layouts; thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

Art - Using Natural Materials to Make Images

In art, we will begin to consider how the world around us can be used as a collection of "ingredients" for our artwork.



Your child will be learning to:

- explore how artists create using natural materials such as plant pigments, earth, and sunlight.
- understand how materials can be changed and transformed through their own actions.
- reflect on artists' work and make visual notes about how images are created.
- use a camera or device to photograph their own work.

Music - Discover Beethoven

In music, we will be giving the children opportunities for expressive music-making through composition where they will create and combine sounds and then record them by doing either graphic scores, rhythmic notation or simple stick and dot notation.

Your child will be learning to:

- improvise on tuned and untuned instruments.
- create music using a variety of stimuli and using known rhythm patterns.
- devise tunes involving tuned percussion (glockenspiel) - using a limited number of notes.
- structure ideas with a beginning, middle and end.

They will also continue to:

- sing songs with increased vocal control, responding to visual directions and counting in.
- understand basic musical structures (rhythm, pulse, pitch, timbre and texture).
- think critically about music we have heard.

Physical Education

Athletics

Tennis

Knowledge Organiser Tennis Year 3

About this Unit
Tennis is a net and wall game. It is played over a net with a racket and ball and can be played as a 'singles' (1v1) competition or 'doubles' (2v2) competition.
The most famous tennis competition in the UK and also the oldest tennis competition in the world is Wimbledon which is played on grass and takes place in July each year. The best tennis players from around the world come to take part. Have you seen this competition?

Net and Wall Games Key Principles

attacking	defending
score points	limit points
create space	deny space
placement of an object	consistently return an object

Can you think of any other net and wall games that share these principles?

Key Vocabulary

backhand: played on the non-dominant side of the body
competition: a match
control: being able to perform a skill with good technique
court: the space used to play the game
face: the strings of the racket
feeder: someone who throws or hits the ball to you
forehand: played on the dominant side of the body
opponent: someone not on your team
opposition: the other team
rally: when a point is played back and forth
react: to respond to quickly
return: hitting the ball back
tactics: a plan that helps you to attack or defend
track: to move your body to get in line with a ball that is coming towards you

Healthy Participation
If you enjoy this unit why not see if there is a tennis club in your local area.
How will this unit help your body?
agility, balance, co-ordination, speed, stamina, strength

Home Learning
Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Knee Boxing
What you need: 2 markers and 2 or more players.
How to play:
• Place markers 5m away from each other.
• Players begin facing each other, one at each marker.
• One player says 'go', at which point both players move towards each other.
• Players score one point every time they touch their partners' knees.
• When a point is scored, both players sit around their start marker and back to meet their opponent.
• First to 5 points wins the game.
Top tip: use a ready position, bend your knees and keep your feet shoulder width apart.

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organiser Athletics Year 3

About this Unit
Athletics is the name for a group of physical events that test running, jumping and throwing. In this unit you will use different styles of running, jumping and throwing to try to achieve your best possible time, distance or height. You will need to persevere to achieve your personal best.

Official Athletic Events

Running Sprinting 100m, 200m, 400m Hurdles Relay Middle Distance 800m, 1500m Long Distance 5,000, 10,000 Steeplechase	Jumping Long jump Jump for distance Triple jump Jump for height High jump Jump for height Pole vault Jump for height	Throwing Discus Fling throw Shot Push throw Hammer Fling throw Javelin Pull throw
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Have you seen any of these events before?

Key Vocabulary

accuracy: how close the object is to the given target
baton: equipment used in a relay event
control: being able to perform a skill with good technique
event: the name of different athletic activities
further: a greater distance
personal best: a target outcome of an individual
power: speed and strength combined
relay: a team of runners take turns to move the baton from start to finish
speed: how fast you are travelling
strength: the amount of force your body can use
technique: the action used correctly

Healthy Participation
If you enjoy this unit why not see if there is an athletics club in your local area.
How will this unit help your body?
agility, balance, co-ordination, speed, stamina, strength

Home Learning
It's all About the Pace
What you need: wheels and a stopwatch or clock
How to play:
• Mark a track around your home using wheels.
• How many times can you run around your track in 30 seconds?
• Can you double the distance if you work for 1 minute?
• How did that make you feel?
• Can you run your track without stopping for 6 minutes?
• Pace yourself to maintain a consistent speed.
• How many laps did you complete?
Notice what happens to the distance you complete when the time increases.

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Ladder Knowledge

Shots: Point the racket face where you want the ball to go and turn your body to help you to hit accurately.	Rallying: Hit towards your partner to help them to return the ball easier and keep the rally going.	Footwork: Move to the middle of the court to cover the most space.	Tactics: Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.	Rules: Know the rules of the game and begin to apply them.
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Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

This unit will also help you to develop other important skills.

- Social:** co-operation, collaboration, respect, support and encourage others
- Emotional:** honesty, perseverance
- Thinking:** comprehension, decision making, select and apply, understand rules, use tactics, reflection

Rules

Win a point if:

- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice

Tactics

- **Attacking:** Look at where your opponent is and try to place the ball away from them.
- **Defending:** Move quickly to a ready position in the centre of the space. Cover the space between you when playing with someone else.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Key Vocabulary

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Ladder Knowledge

Running: Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	Jumping: If you jump and land quickly it will help you to jump further.	Throwing: The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.
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Movement Skills

- sprint
- jump for distance
- push throw
- pull throw

This unit will also help you to develop other important skills.

- Social:** collaboration, work safely
- Emotional:** determination, perseverance
- Thinking:** observe and provide feedback, comprehension, explore technique

Rules

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

THROWING EVENTS

- Throws must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

Home Learning

It's all About the Pace
What you need: wheels and a stopwatch or clock
How to play:
• Mark a track around your home using wheels.
• How many times can you run around your track in 30 seconds?
• Can you double the distance if you work for 1 minute?
• How did that make you feel?
• Can you run your track without stopping for 6 minutes?
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