Abbey Farm
Educate Together

Year Three Termly Overview

Term Two	Frame by Frame

VALUE OF THE TERM:	RESPECT

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.



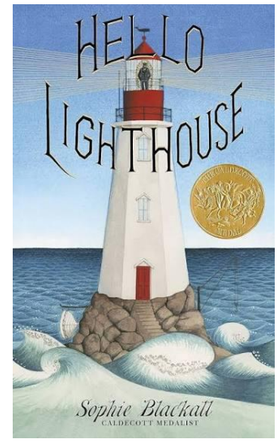
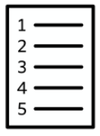
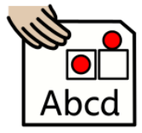
	SPARKLING START:	FLIP-BOOK ANIMATION

	FANTASTIC FINISH:	OUR ANIMATION PREMIERE



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.

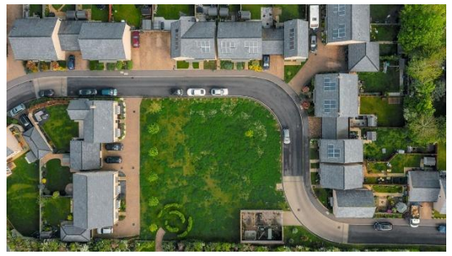
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Learn Together	Mathematics	English
In Learn Together, we will be exploring 'rights, equality, relationships and growing up' We will be learning to: • begin to explore discrimination and prejudice in relation to gender, ethnicity, age and family status. • develop collaborative working and conflict-resolution skills. • understand personal hygiene and how physical and emotional changes can affect feelings and wellbeing. • explore and compare key Jewish and Hindu values and how they may influence behaviour. • learn age-appropriate facts about growing and changing, building from the human life cycle and named body parts toward preparation for later puberty teaching. This term will focus on the following rights:  ARTICLE 5: My family should help me know and use my own rights ARTICLE 14: You have the right to have my own thoughts and beliefs and to choose my religion with help from my parents. ARTICLE 30: You have the right to speak my own language and to follow my family's way of life.	Across this term, we will be focussing on consolidating our knowledge of place value and extending this knowledge to one thousand. <u>Addition and Subtraction</u> • To add and subtract 1s. • To add and subtract 10s. • To add and subtract 100s. • To add and subtract 100s, 10s and 1s. • To spot patterns when adding and subtracting 100s, 10s and 1s. • To add tens across a 10 or 100. • To subtract tens across a 10 or 100. • To add using number bonds and recognise patterns. • To find complements to 100. • To understand the inverse operation. • To make decisions about which methods to choose. <u>Times Tables</u> Across the term, we will be focussing on the following times tables: 2x 5x 10x We will be focussing on securing recall and developing our quick recall.	Across this term, we will be looking at one focus text:  Hello Lighthouse by Sophie Blackall tells the story of a lighthouse keeper who lives in a lighthouse, caring for its light and keeping watch over the sea. As time passes, he experiences storms, loneliness, and the arrival of a family, before technology changes his role. The story explores themes of change, family, and the importance of finding your place in the world. We will use this book as inspiration for writing our own narrative that focuses on setting description and plot. When writing our narrative, our focuses will be:  Using adjectives  Using conjunctions  Using the correct story structure  Using prepositions  Using adverbs

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Geography – Settlements

In geography, we will be exploring different types of settlements such as hamlets, villages, towns and cities.



Your child will be learning to:

- identify different types of settlement by identifying features on a map.
- use 2-digit grid references to identify key geographic features.
- compare different types of settlement.
- explore our settlement (Swindon) and identify ways to improve their local area; presenting these to others.

Science - Light

In science, our learning focusses around light; where we will be exploring light sources and the formation of shadows.



Your child will be learning to:

- recognise that light is required to see things and that dark is created by the absence of light.
- recognise that light from the sun can be dangerous and we need to protect our eyes and skin.
- recognise shadows are formed when light from a light source is blocked by an opaque object.

Computing – Animation

In computing, we will be learning to use a range of techniques to create a stop-frame animation.



Your child will be learning to:

- explain that an animation is made up of a sequence of images.
- identify that a capturing device needs to be in a fixed position.
- plan an animation using a storyboard.
- use a range of tools such as onion skinning to review positioning and adjust.
- recognise that smaller movements create smoother animations.
- export their animations so that it can be shared.
- review and edit their work using peer and adult feedback.

Art – Making Animated Drawings

In art, we will explore the work of other artists and create simple drawn puppets and backgrounds for our animations.



Your child will be learning to;

- talk about the work of other animators who make animations from their drawings.
- use observational skills to look at source material to inspire their character and make drawings.
- make single drawings and then string them together to make the drawings move.
- create a background for my character.
- use digital media to film my animation.

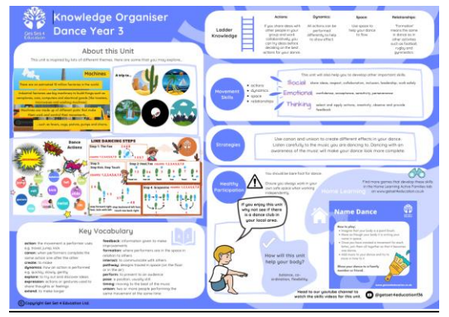
Music – Discover Beethoven

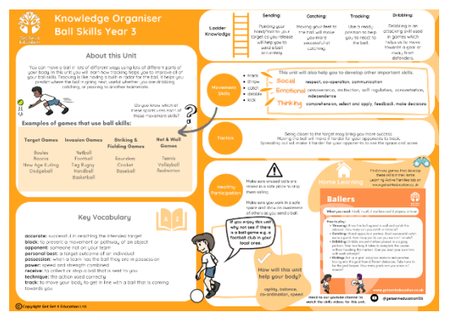
In music, we will be learning about the life and music of Ludwig Van Beethoven and exploring Beethoven's Symphony No 6, though the story of Nate and his dog, Luna. We will become more familiar with the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure)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





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