


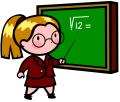







ST. MARY'S C.E. PRIMARY SCHOOL  
What are we learning about this half term?







Teacher: Mrs Lee-Manford and Mrs Butler  
Term: Autumn Term

Year group: 3

Subject	What we will be learning this term.	How you can support your child at home.
English 	<p><b>Reading</b> We will be reading Stone Age Boy by Satoshi Kitamura as our class text and linking this to our history topic on The Stone Age. When reading, we will focus on vocabulary, use and comprehension. The children will be answering questions to show their understanding, using evidence from the different texts. We will also use extracts from the following books:</p> <ul style="list-style-type: none"><li>• Boy with the Bronze Axe</li><li>• The Stone Age: Hunters, Gatherers and Woolly Mammoths.</li><li>• We Three</li></ul> <p><b>Writing</b> In writing, we will have a specific focus on non-negotiables such as capital letters and full stops, until the children are able to use simple punctuation securely. We will be using the class text to help us describe story settings, write simple diary entries and reports. Vocabulary, grammar and punctuation In our vocabulary, grammar and punctuation lessons, we will be learning how to use both new and familiar punctuation correctly. We will also learn how to use expanded noun phrases to describe and specify (for example, the blue butterfly, the man in the moon).</p> <p><b>Handwriting</b> We will continue to focus on handwriting and joining up letters. We will be working on consistency, writing neatly using a joined up style with correct letter formation.</p>	<p>Read, read, read! As you read, discuss the difference in layout of fiction and non-fiction books and explore unfamiliar vocabulary. You could look at captions, introductions, text boxes, index, contents and glossaries. Discuss your child's reading book with them to assess their understanding of what they have read. Can they relate events in the books to their own experiences? Encourage your child to write at every opportunity. They could write the shopping list or a note for a friend. Remind them to use known skills such as phonics to spell and correct use of punctuation. There are numerous links to support home learning on our class page on the school website,</p>
Maths 	<p>This half term we will be revisiting prior learning to assess gaps and retention of basic skills before focusing on the following areas of maths.</p> <ul style="list-style-type: none"><li>• Addition and subtraction</li><li>• Partitioning numbers in to tens and ones, identifying the value of each digit.</li></ul>	<p>This half term we will focus on the children's understanding of place value. There are lots of place value games that the children can play on Topmarks. <a href="https://www.topmarks.co.uk/maths-games/7-11-years/place-value">https://www.topmarks.co.uk/maths-games/7-11-years/place-value</a> Use Mathletics regularly <a href="http://www.mathletics.co.uk">www.mathletics.co.uk</a> Times Table Rockstars</p>

	<ul style="list-style-type: none"> <li>Exploring hundreds, counting objects and numbers in multiples of 100.</li> <li>Recognising the place value of each digit in a three-digit number (hundreds, tens, and ones).</li> <li>Finding 1, 10 or 100 more or less than a given number.</li> </ul> <p>This half term please help your child to practise and learn their 3x, and 4x, tables.</p> <p>As an extension, some of you may be ready to memorise their 6x and 8x tables.</p>	
Science 	<p>During this half term, we will be learning all about rocks and soils. We will learn how to describe and identify different types of rocks and the origins of different types of rocks and stones. We will learn about fossils and the pioneering work of Mary Anning. We will also investigate soil formation and soil permeability.</p>	<p>On a walk, see what rocks and stones you can find. Can the children suggest which of the three main rock groups it belongs to?</p> <p><u>Questions to discuss:</u></p> <p>Is it natural rock or man-made?  How can you tell if it is sedimentary?  What is beneath our feet?  If I keep digging, what will we find?  Is all soil the same?</p>
Topic 	<p>The Stone Age</p> <p>This half term the children will be finding out about the Stone Age. This is an important history unit as it marks the beginning of the recorded history of humans. We will learn about what life would have been like in Stone Age Britain and what technological developments were made.</p>	<p>Discuss the Stone Age with your child, maybe you could do some research together, to find out more about this period in history.</p>
Music 	<p>In music, we will be developing our singing technique and learning about Jazz music. In addition to this, we will be learning how to play the ukulele.</p>	<p>Ask your children to perform for you, the songs they have been learning in class.</p>
Art 	<p>We will be developing our colour mixing of paint and pastel to produce various shade and tones of different colours. Using this knowledge, we will be producing some large and small pieces of Stone Age cave art.</p>	<p>Encourage your child to practice mixing different primary colours together to create not only secondary colours, but different shades of these colours. Can they add the correct colours to make both dark and light green for example?</p>
P.E. 	<p>In P.E, with our P.E. coach, the children will be having gymnastics lessons, focusing on symmetry and asymmetry. They will be exploring different ways to perform with a partner.</p> <p>We will also be learning a Stone Age dance. The children will follow and copy dance routines and learn to perform with control and poise.</p>	<p>Encourage children to be active as much as possible.</p> <p>Encourage safe jumping, climbing and balancing when out and about to continue to develop your child's fine and gross motor skills and balance. Make up dance routines and dance to a variety of different beats and tempos.</p> <p>Play ball games together.</p>

<p>R.E.</p> 	<p>In the first half of this term we will start with the question, "What do Christians learn from the Creation story?" We will be looking closely at the story of Creation and discussing our thoughts and beliefs regarding God as the creator of the world.</p>	<p>Discuss the story of Creation at home and ask the children to share their thoughts.</p>
<p>Computing</p> 	<p>In computing, we will be focusing on internet research and emails. The children will learn how to use the internet safely and respectfully. They will use the internet to help them research, send, and receive emails with attachments.</p>	<p>Discuss the importance of e-safety with the children and make sure they are following e-safety rules at home. Explore the computing units on Purple Mash.</p>
<p>Spanish</p> 	<p>In Spanish, the children will be recapping prior learning and learning new Spanish vocabulary with our Spanish teaching assistant.</p>	<p><a href="http://www.bbc.co.uk/education/subjects/zxsvr82">http://www.bbc.co.uk/education/subjects/zxsvr82</a>  <a href="http://www.bbc.co.uk/schools/primarylanguages/spanish/">http://www.bbc.co.uk/schools/primarylanguages/spanish/</a></p>
<p>PSHE</p> 	<p>Our PSHE focus this half term is 'Being me in my world.' The children will be setting personal goals, thinking about their self-identity and worth, considering rules, rights and responsibilities, discussing rewards and consequences and responsible choices as well as seeing things from others' perspectives.</p>	<p>Talk to your children about the topics we have been discussing in our PSHE lessons.</p>

#### Additional information:

- **Reading** - Please read with your child or discuss their reading book every day. Please ensure that your child's reading journal is signed and brought in every day and that the reading journal is kept up to date.
- **Homework** - As well as daily reading, the children will need to continue to access Mathematics and Times Table Rockstars, to practise key maths skills.
- **Read Theory**
- **Spelling Shed** - New spellings will be added to Spelling Shed each week for the children to practise. They should be accessing this resource as often as possible as part of their weekly homework (at least three times a week). We will also complete spelling work in class.
- PE is on a Friday this half term. The children will need to come to school in their P.E. kits on their P.E. days. Earrings must not be worn. No logos or football kits please.
- If any parents wish to help in class, this could be with reading, art or any particular talents you may have, please contact me and we will arrange a suitable time and activity. Your help is always greatly received.
- **Dates for the diary** -  
 Year 3 Open House Meeting- Tuesday 9<sup>th</sup> September (3.40pm)  
 Year 3 Family Worship- Wednesday 15<sup>th</sup> October (9am)  
 Year 3 Fabulous Finish- Wednesday 3<sup>rd</sup> December (9:15am)

## **Characteristics of Effective Teaching and Learning**

	Playing and Exploring Engagement			Active Learning Motivation			Creating and Thinking Critically Thinking		
<b>Faith Family Future</b>	<b>Finding out and Exploring</b>	<b>Playing with what they know</b>	<b>Being willing to "have a go".</b>	<b>Being involved and concentrating</b>	<b>Keeping on trying</b>	<b>Enjoying achieving what they set out to do</b>	<b>Having their own ideas (Creative thinking)</b>	<b>Making Links (Building theories)</b>	<b>Working with ideas (Critical thinking)</b>
<b>Year 3</b>	<p>Showing curiosity about objects, events and people e.g. Asking questions about the people who lived in Stone Age Britain.</p> <p>Using senses to explore the world around them, e.g. Noticing changes throughout the year.</p> <p>Showing particular interests e.g. completing additional homework at home based on their topic at school.</p>	<p>Representing their experiences in play e.g. Acting out experiences during playtimes, role-play, hot seating characters etc.</p> <p>Taking on a role in his or her play e.g. Becoming another person or character during playtime.</p> <p>Acting out experiences with other people e.g. playing these 'role-play'</p>	<p>Seeking challenge e.g. starting on the harder task during maths or using a thesaurus to better their words when writing.</p> <p>Showing a "can do" attitude e.g. Attempting different ways to answer a question, using resources to support, working alongside peers etc.</p> <p>Taking a risk, engaging in new</p>	<p>Showing a deep drive to know more about people and their world e.g. Asking questions to extend own understanding, independent research etc.</p> <p>Maintaining focus on their activity for a period e.g. completing their work during lessons to the best of their ability. Not allowing themselves to become distracted.</p>	<p>Persisting with an activity or toward their goal when challenges occur e.g. trying to improve their scores from their previous attempt. Not giving up.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind-set) e.g. Not giving up, spending</p>	<p>Showing satisfaction in meeting their own goals (I can!) e.g. being happy and proud when succeeding in their work.</p> <p>Being proud of how they accomplished something – not just the end result e.g. children being happy with the effort they have put in to their handwriting and how it has improved.</p> <p>Enjoying meeting</p>	<p>Thinking of ideas that are new and meaningful to the child e.g. coming up with their own suggestions and ideas to improve their work further.</p> <p>Playing with possibilities (what if? what else?) e.g. Being curious-asking in-depth questions such as "What if we used a different material? What if we did this a different way?</p>	<p>Making links and noticing patterns in their experience e.g. linking life in the Stone Age to experiences in the present day.</p> <p>Making predictions e.g. predicting what will happen next, using what they already know about a text, when reading.</p> <p>Testing their ideas e.g. testing out their prediction</p>	<p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. planning their design of their Ancient Egyptian death mask, thinking about design criteria, resources needed etc.</p> <p>Checking how well their activities are going e.g. referring back to the original plan and design for their death mask.</p>
		games with a friend or a group of friends or hot seating in class.	experiences, and learning by trial and error e.g. Putting their hand up to have 'a go' even when unsure.	<p>Showing high levels of involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning.</p> <p>Not easily distracted e.g. focusing on themselves and their own learning. Not allowing distractions to affect their progress in the lesson. Paying attention to details e.g. Making sure they have not made unnecessary</p>	<p>more time on tasks which they know are a challenge to them (e.g. Extra spelling work to develop confidence).</p> <p>Bouncing back after difficulties e.g. not giving up after a challenge. Believing that they can do it.</p>	<p>challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up. Having self-belief.</p>	<p>Visualising and imagining options e.g. using different forms of scientific enquiries when investigating or experimenting in science.</p> <p>Finding new ways to do things e.g. Using different strategies to solve problems in maths or to spell unfamiliar words e.g. using a mnemonic to spell accurately.</p>	<p>during the science lesson.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering suggestions as to why things have happened. 'I think the... because...'</p>	<p>Flexibly changing strategy as needed e.g. deviating from their original design to a way that works better.</p> <p>Reviewing how well the approach worked e.g. realising certain materials stick better together or serve a better purpose and using this next time. Evaluation of product- 'What would I change next time? What would I keep</p>

				errors by editing their own work before handing it to the teacher. Improving work					the same? '
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				independently , where necessary.					
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