

# Year 3 Newsletter

## Summer 1

Our topic/theme this half term is

# Our Active Planet!

In this topic, we will be learning about volcanoes, earthquakes, tectonic plates and mountains.

Our Key Texts this half term are:

Paper World: Planet Earth

Adventures on Earth

Poems from a Green and Blue Planet

Here We Are: Notes for Living on Planet Earth

The Incredible Ecosystems of Planet Earth

Sona Sharma, Looking After Planet Earth

My Friend Earth

Earth is Big

How Does Chocolate Taste on Everest?

What a Wonderful World

Planet Earth Mazes

King of the Cloud Forests

## Our English learning this half term:

### Reading:

In Guided Reading this half term, we will be focusing on the following objectives:

- Read texts that are structured in different ways.
- Draw inferences, such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated.
- Identifying themes in books.
- Identify how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings and sub-headings.

### Writing:

In Year 3, we will be developing the following writing skills:

- Plan writing by discussing writing similar to that which we are planning to write in order to understand and learn from its structure and vocabulary.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
- Read work aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

We will be writing quest stories, using *Fire Girl* as our stimulus, focusing on the following skills:

- Develop character through adjectives, adverbs and extra detail.
- Use conjunctions to link clauses and ideas.
- Use a range of different sentence openers.
- Use paragraphs accurately.

We will also be writing explanation texts, focusing on the following skills:

- Use appropriate structural features: sub-headings, diagrams etc
- Use generalisers and technical vocabulary
- Use an appropriate, formal tone and the past tense.
- Use different sentence structures, including subordinate clauses.

In grammar, we will explore the following areas: Use prepositions; use adjectives and adverbs, use embedded clauses and subordinate clauses; punctuate speech accurately; use connectives.

## Our Maths learning this half term:

This half term, we will be focusing on fractions, as well as developing other areas of our maths through problem-solving and reasoning opportunities.

### Fractions

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Recognise and show, using diagrams, equivalent fractions with small denominators.

Add and subtract fractions with the same denominator within one whole (e.g.  $5/7 + 1/7 = 6/7$ ).

Compare and order unit fractions, and fractions with the same denominator.

Solve problems involving all the elements of the fractions domain.

**We will continue to develop our counting and mental maths skills throughout our maths units, as well as revisiting any previous misconceptions.**

## Our Science and Computing learning this half term:

### Science

**Our unit of science this half term is focused on rocks, fossils and soils. We will be covering the following knowledge areas:**

- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock
- I can recognise that soils are made from rocks and organic matter.

**We will be developing the following enquiry skills:**

- Recognise when a simple fair test is necessary and help to decide how to set it up
- Group, sort and classify using criteria and simple keys
- Recognise when and how secondary sources need to be used to answer questions
- Make systematic observations. Make decisions about what observations to make, how long to make them for and the type of equipment needed
- Notice natural patterns and decide what data to collect to identify them

### Computing

**Our unit of computing this half term is focused on desktop publishing.**

- I can type words quickly.
- I can type without looking at my hands.
- I can use keyboard shortcuts to perform certain tasks.
- I can check spellings.
- I can create a table.
- I can ensure my page has a consistent design and layout.

**Our digital literacy focus this half term will be on how to communicate effectively by email, taking into account the purpose and audience of their message and the tone they want to convey.**

## Our Humanities learning this half term:

### Geography:

Our geography focus this half term will explore key aspects of physical geography, including mountains, volcanoes and earthquakes.

#### **We will be developing the following geographical skills:**

- Use geographical vocabulary to describe significant physical features and how they change.
- Use maps and charts to identify key mountain ranges in both the UK and globally.
- Understand the formation and use of landscapes and environments.
- Consider the human implications of physical geography.
- Research geographical features (ie the highest peaks, mountain ranges)

### RE:

In RE, we will explore different religious texts and identify similarities and differences between them.

### Spanish:

In Spanish this half term, we will revise colours and will learn about shapes and plurals.

## Our Creative Arts learning this half term:

Art: We will be creating landscape pictures through the use of various media, using important artists from history as inspiration from which to innovate.

#### **We will develop the following skills:**

- Build on their experience of colour mixing to create their own colour wheels.
- Know how and when to use different types of brushes.
- Demonstrate increasing control with the type of marks made and experiment with different effects (eg blocking colour, washes etc).
- Create textures and patterns with a wide range of drawing implements.

DT: We will design and create a soft toy.

#### **We will develop the following skills:**

- Design a soft toy through detailed drawing.
- Consider several points when designing and planning: identify necessary textiles and fabrics, consider aesthetic aspects, how to attach fabrics and the proposed audience.
- Select from a range of tools and equipment to create a toy and use a range of skills (cutting, shaping, sewing)
- Evaluate the finished toys.

### Music:

#### **Listening**

- Listen, create and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
- Share opinions about own and others' music and be willing to justify these.

## Our PE and PSHE learning this half term:

### PE:

Our PE units this half term are **Athletics and Kwik Cricket**

#### **Athletics**

To develop the push and pull technique, a variety of jumping actions linked to the long jump and triple jump and develop running speeds to be used within a competitive environment on Sports Day.

#### **Kwik Cricket**

Introduce the game of kwik cricket by playing adapted games and learning the basics of bowling (push bowl) batting (forward drive) and fielding.

### PSHE:

Our units this half term are **'Personal Safety' and 'Drug Education'**

#### **Personal Safety**

- Contribute to discussions and listen to other viewpoints about personal safety and take an active part in class activities including using assertive voice and body language.
- Identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.
- Explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.
- Identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support

#### **Drug Education**

- Name some medical and legal recreational drugs
- Have a basic understanding of how a drug can enter the body and the bloodstream
- Explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them
- Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help
- Know that nicotine and alcohol are drugs and describe some of their effects
- Have begun to consider why some people choose to use nicotine and alcohol
- Have thought about influence and persuasion and will demonstrate some skills to counter these.

## Key Vocabulary

### Key Vocabulary for this half term:

#### **Maths**

fraction, unit fractions, non-unit fractions, numerator, denominator, less than, greater than, equivalent, halves, thirds, quarters, tenths, part, whole, equal share, equal groups, sixths, sevenths, eights, tenths, mixed number.

#### **English**

third person, present tense, past tense, subordinate conjunction, subordinate clause, time adverbial, pronoun, embedded clause, preposition, formal tone, generalisers

#### **Science**

igneous, metamorphic, sedimentary, permeable, non-permeable weathering, granite, marble, chalk, sand, clay, cliffs, hills, mountains, quarry, stones, pebbles, absorbent, properties, soils, organic matter, fossils, crumble, layer, sediment, change, squeeze, pressure

#### **Geography**

volcanoes, outer core, inner core, mantle, crust, Ring of Fire, magma, active, dormant, extinct, vent, ash cloud, crater, magma reservoir, composite volcanoes, cinder cones, shield volcanoes, lava, pyroclastic flow, continents, tectonic plates, continental drift, earthquakes, mountains