Welcome to Year 3!

Find out more about what we are learning during Autumn 1b

English

Theme: Poetry

Text: I Have…

Purpose of writing: To Entertain / To Inform



Real Writing – Y3, Unit 22

I Have...

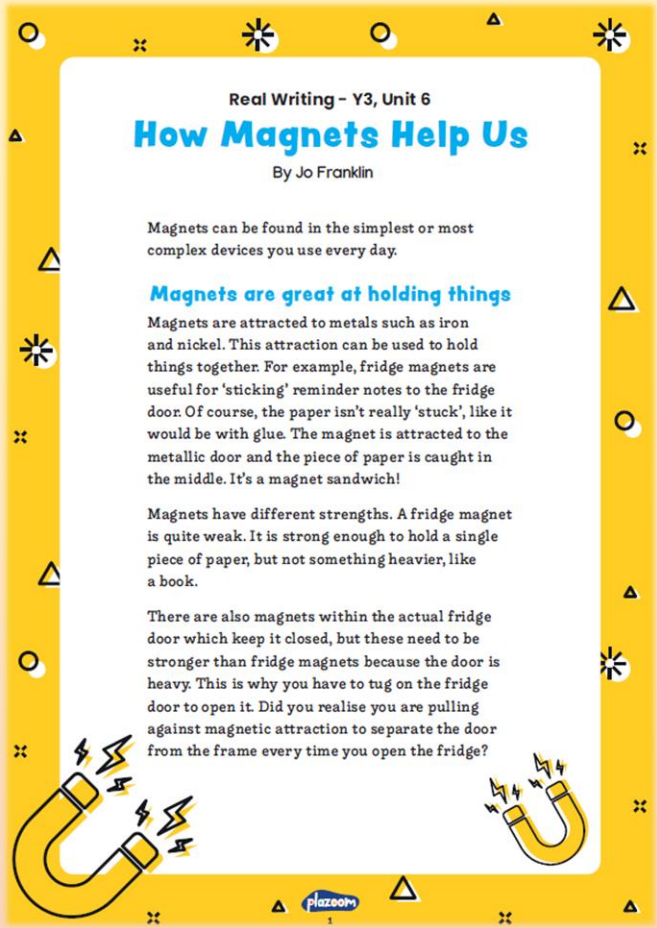
by Joshua Seigal

I have surfed on a bright, flashing comet through space
I have beaten a free-tailed bat in a race
I have found the Yeti in his hiding place —
These are some things that I've done.

I have bathed in a crater of hot, molten rocks
I have hiked through the forest in only my socks
I have wrestled and fought with the world's biggest ox —
These are some things that I've done.

I have caught a green dragon with only my hands
I have strummed a guitar in the most famous bands
I have ridden my bike to remarkable lands —
These are some things that I've done.

I have played for Brazil and have won the top prize
I have danced with a million pink butterflies
I may even have told one or two little lies —
These are some things that I've done.



Real Writing – Y3, Unit 6

How Magnets Help Us

By Jo Franklin

Magnets can be found in the simplest or most complex devices you use every day.

Magnets are great at holding things

Magnets are attracted to metals such as iron and nickel. This attraction can be used to hold things together. For example, fridge magnets are useful for 'sticking' reminder notes to the fridge door. Of course, the paper isn't really 'stuck', like it would be with glue. The magnet is attracted to the metallic door and the piece of paper is caught in the middle. It's a magnet sandwich!

Magnets have different strengths. A fridge magnet is quite weak. It is strong enough to hold a single piece of paper, but not something heavier, like a book.

There are also magnets within the actual fridge door which keep it closed, but these need to be stronger than fridge magnets because the door is heavy. This is why you have to tug on the fridge door to open it. Did you realise you are pulling against magnetic attraction to separate the door from the frame every time you open the fridge?

Theme: Explanation writing

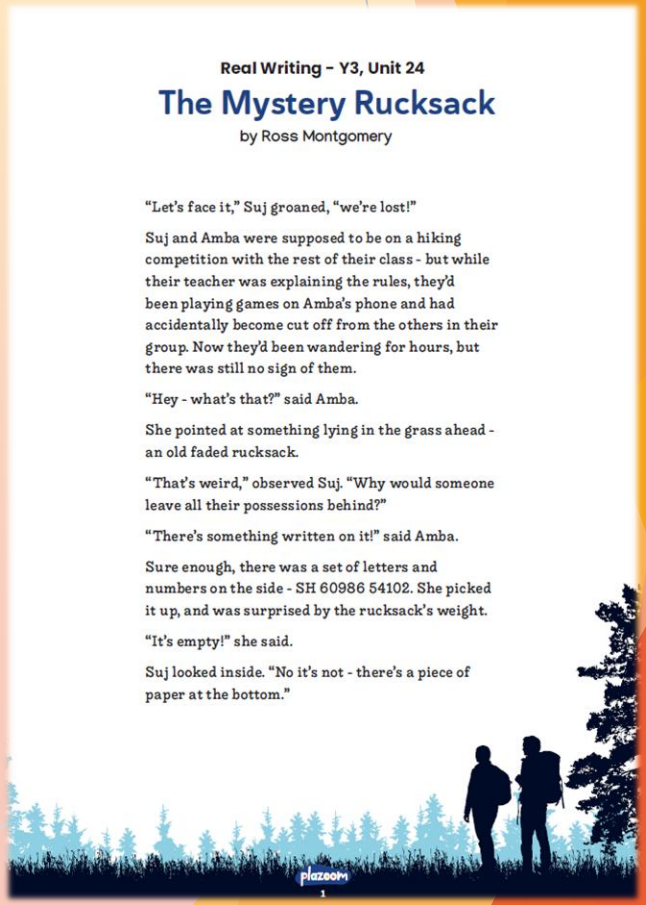
Text: How magnets help us

Purpose of writing: To explain how or why

Theme: Narrative

Text: The Mystery Rucksack

Purpose of writing: To entertain



Real Writing – Y3, Unit 24

The Mystery Rucksack

by Ross Montgomery

"Let's face it," Suj groaned, "we're lost!"

Suj and Amba were supposed to be on a hiking competition with the rest of their class - but while their teacher was explaining the rules, they'd been playing games on Amba's phone and had accidentally become cut off from the others in their group. Now they'd been wandering for hours, but there was still no sign of them.

"Hey - what's that?" said Amba.

She pointed at something lying in the grass ahead - an old faded rucksack.

"That's weird," observed Suj. "Why would someone leave all their possessions behind?"

"There's something written on it!" said Amba.

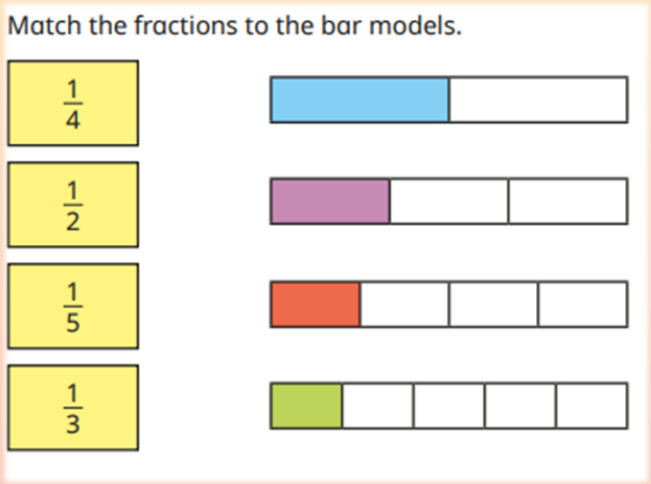
Sure enough, there was a set of letters and numbers on the side - SH 60986 54102. She picked it up, and was surprised by the rucksack's weight.

"It's empty!" she said.

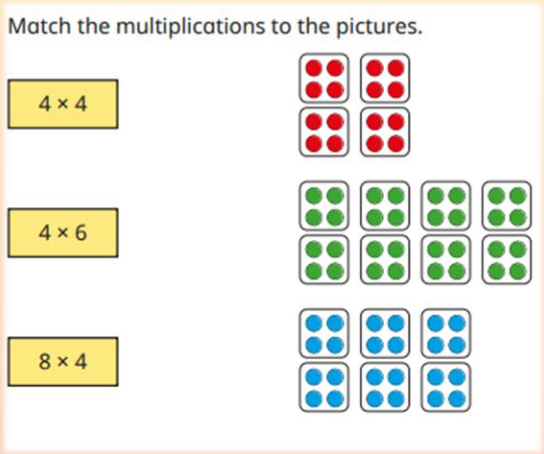
Suj looked inside. "No it's not - there's a piece of paper at the bottom."

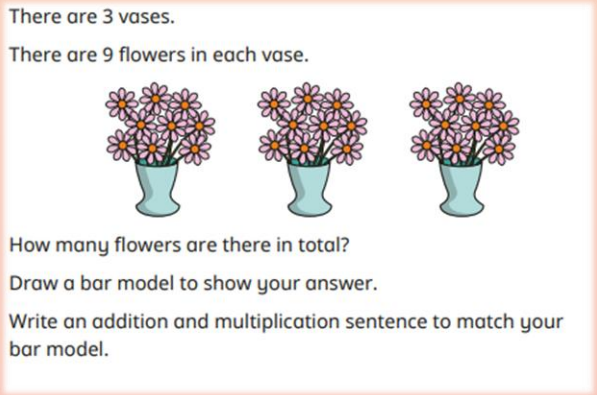
Maths

Fractions:
- Unit fractions
- Compare and order unit fractions
- Non-unit fractions
- Compare and order non-fractions
- Counting in fractions

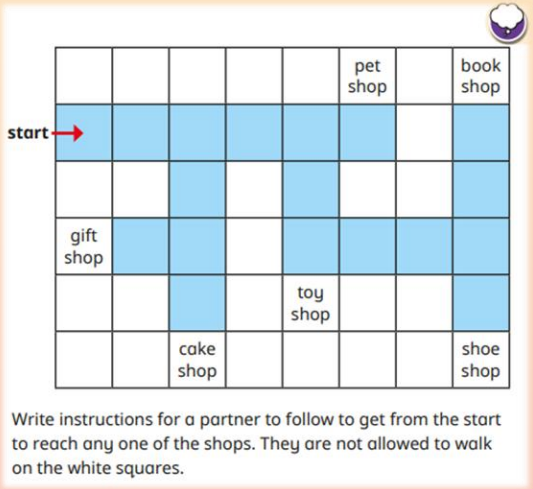


Multiplication:
- Multiples of 2, 5 and 10
- Multiply and divide by 3
- Multiply and divide by 4
- 2, 4 and 8 times tables

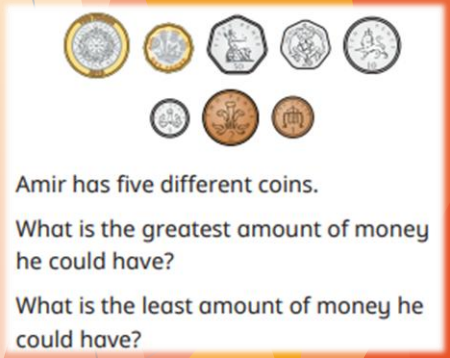




Shape
- Turns and angles
- Right angles
- Compare angles
- Measure and draw angles
- Horizontal, vertical, parallel and perpendicular



Money
- Pounds and pence
- Convert pounds and pence
- Add money
- Subtract money
- Find change



PSHE – Healthy Body and Mind

- **Autumn 1b – Healthy Body and Mind**

Active Lifestyle



Physical Health

Balanced Lifestyle

Mental Health and Keeping Well

Feelings and Emotions

Live Well

Describe feelings: change, range and intensity



- **British Value:**

Individual Liberty

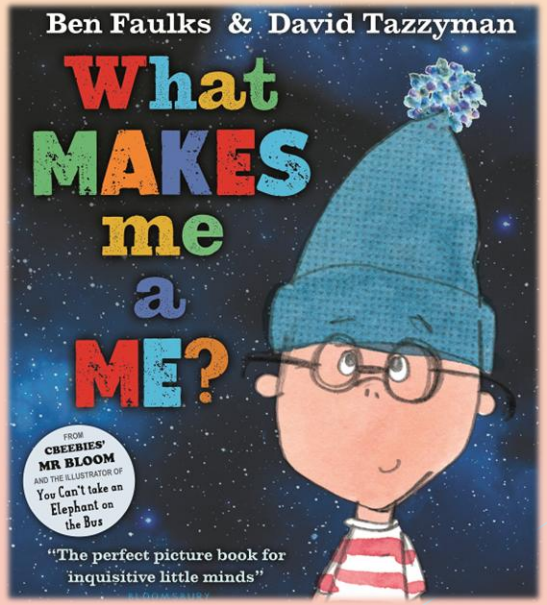
- **Safety Themes:**

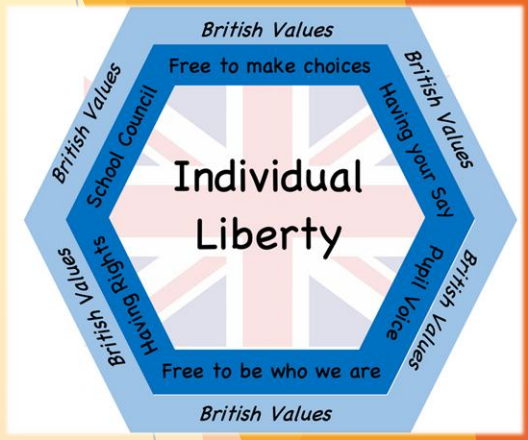
Road Safety - Bikeability

Firework Safety

NSPCC – Pants Rule: Consent

- Firework Safety
- comment on growing and changing from young to old and how people's needs change
- discuss routines that support good quality of sleep
- discuss elements of a balanced, healthy lifestyle and the risks of an inactive lifestyle
- discuss strategies for managing big feelings







Physical Education - Dance

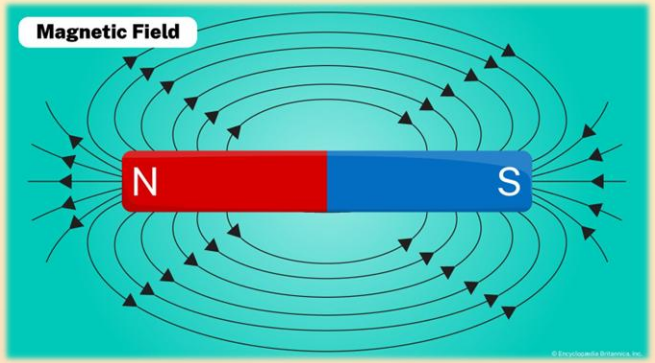
Sports Value - Respect



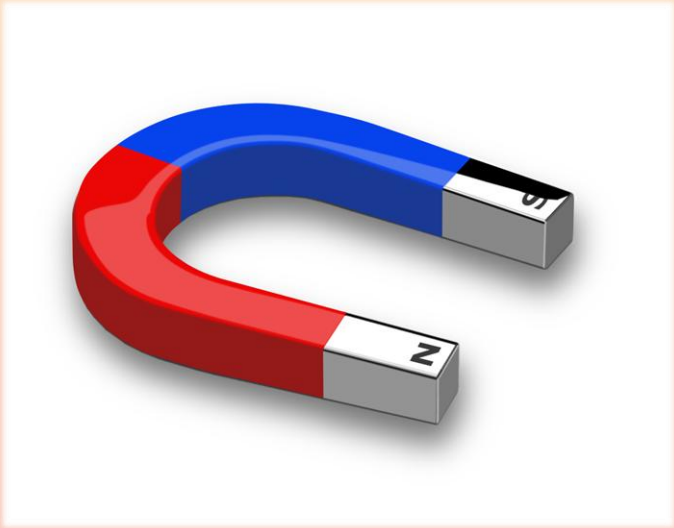
- Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.
- Link actions to make a motif or dance phrases, working with a partner.
- Perform dances with an awareness of rhythmic, dynamic and expressive qualities.
- To keep up activity over a period of time and know they need to warm up and cool down for dance.
- Evaluate dances performed with a partner, use a range of expressive language to describe the dance

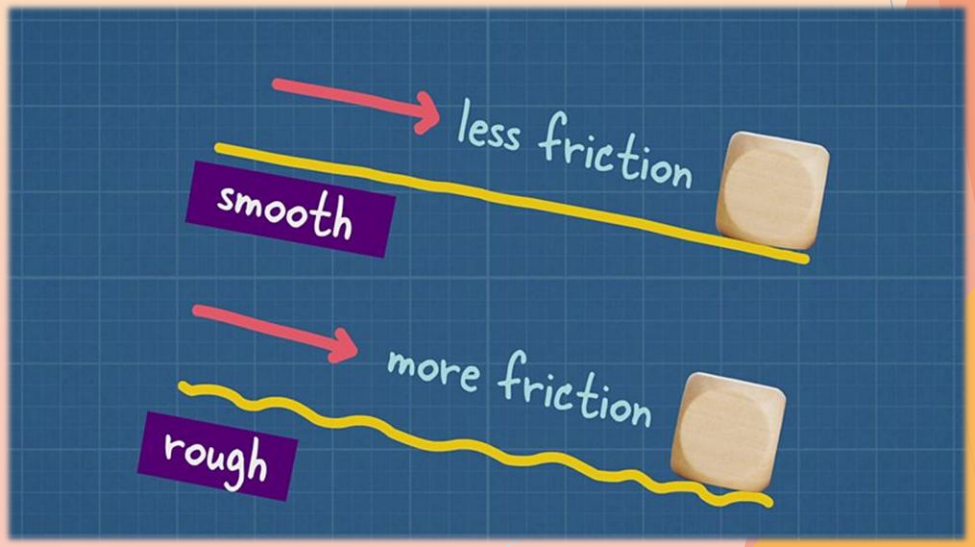
Science – Forces and Magnets

- Contact and non-contact forces
- Measuring forces
- Newtons
- Friction
- Types of magnets
- Are all metals magnetic?

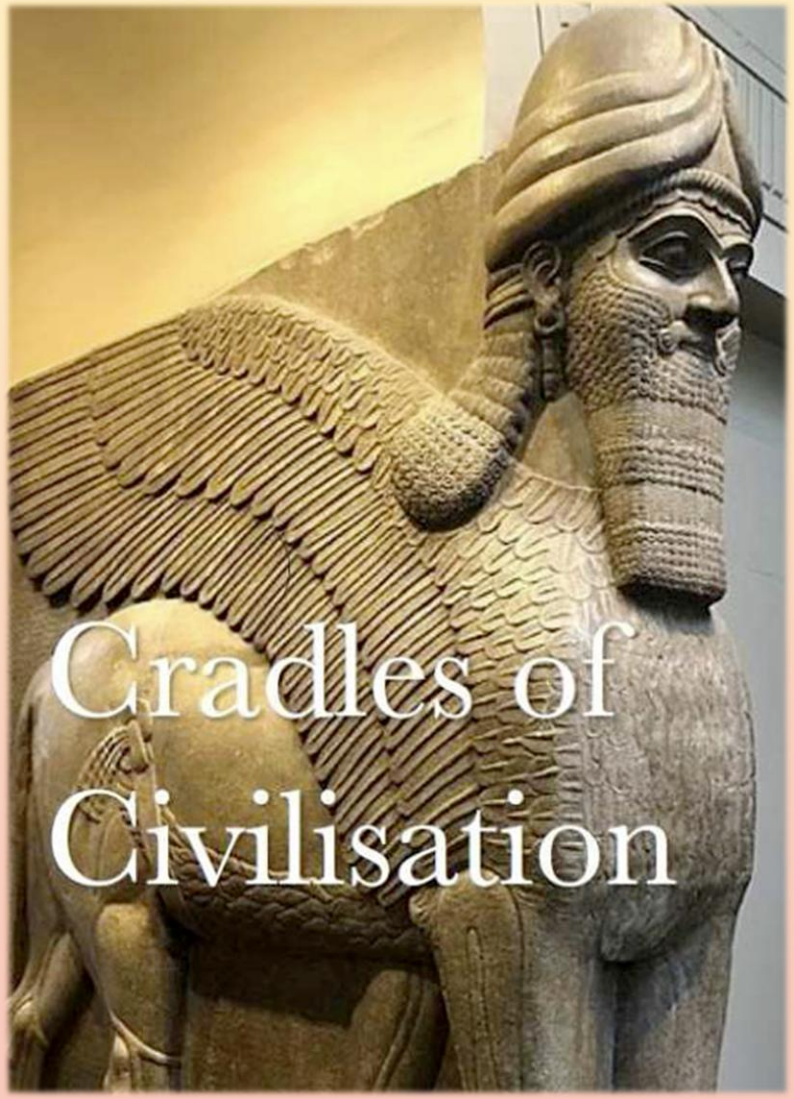




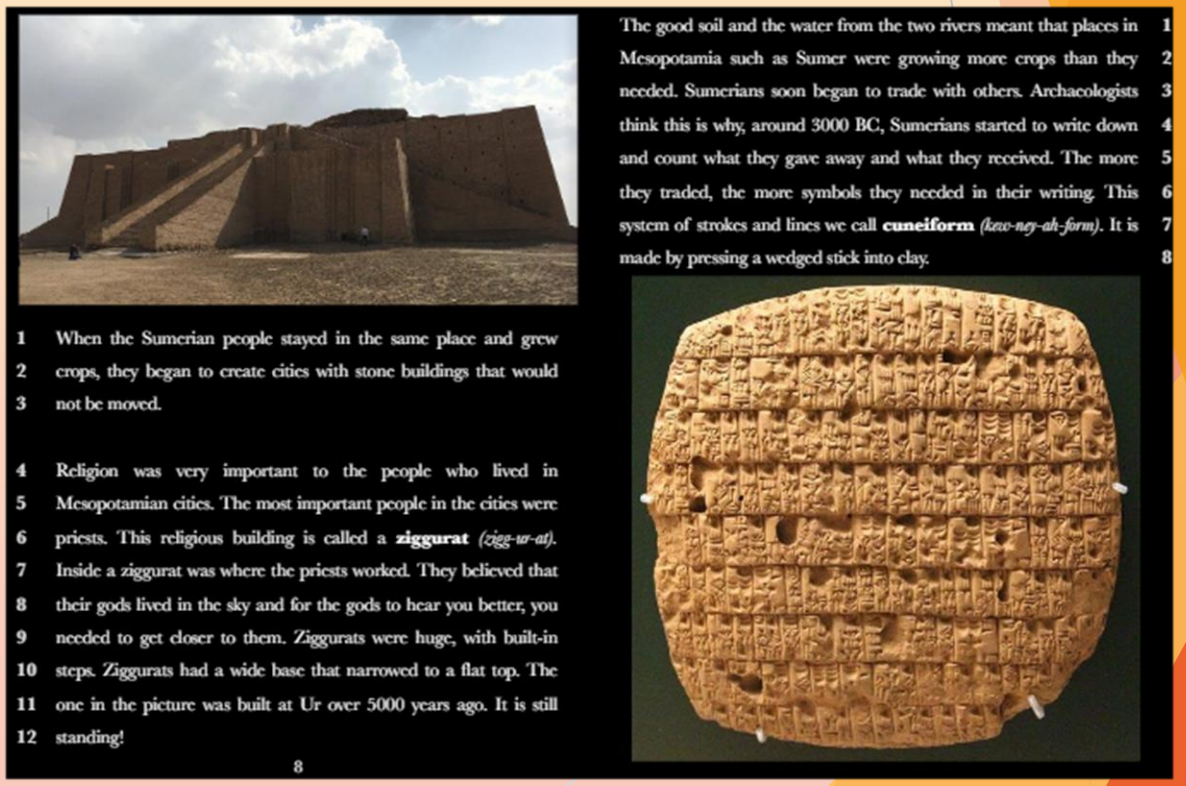




History – Cradles of Civilisation



- Big Question: In what ways were Egypt and Sumer the same and different?



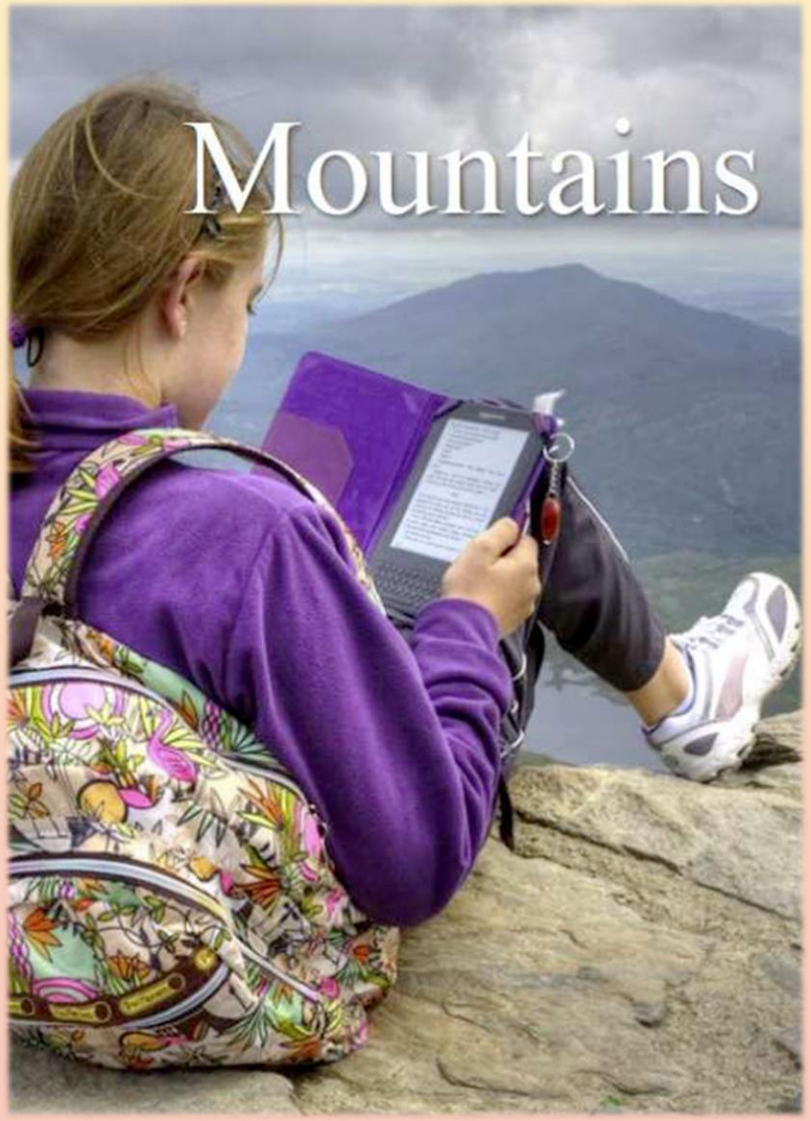
When the Sumerian people stayed in the same place and grew crops, they began to create cities with stone buildings that would not be moved.

Religion was very important to the people who lived in Mesopotamian cities. The most important people in the cities were priests. This religious building is called a **ziggurat** *(zigg-ur-at)*. Inside a ziggurat was where the priests worked. They believed that their gods lived in the sky and for the gods to hear you better, you needed to get closer to them. Ziggurats were huge, with built-in steps. Ziggurats had a wide base that narrowed to a flat top. The one in the picture was built at Ur over 5000 years ago. It is still standing!

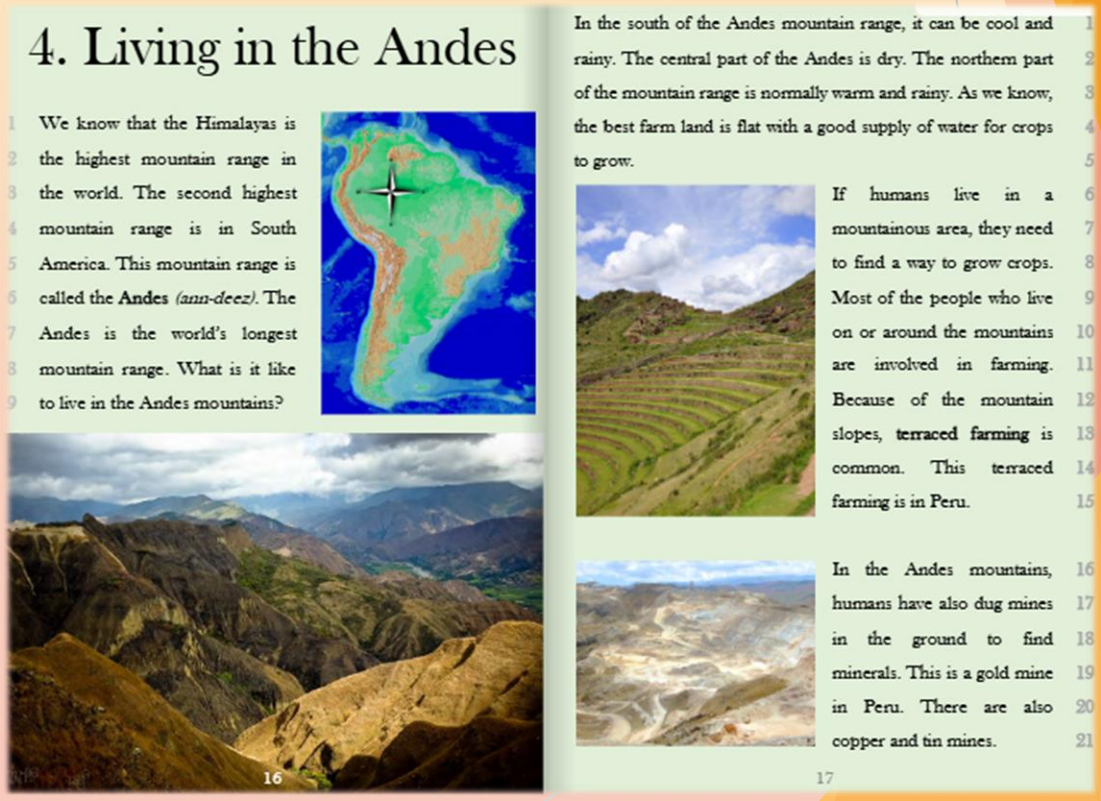
8

The good soil and the water from the two rivers meant that places in Mesopotamia such as Sumer were growing more crops than they needed. Sumerians soon began to trade with others. Archaeologists think this is why, around 3000 BC, Sumerians started to write down and count what they gave away and what they received. The more they traded, the more symbols they needed in their writing. This system of strokes and lines we call **cuneiform** *(kew-ney-ah-form)*. It is made by pressing a wedged stick into clay.

Geography – Mountains



- Big Question - How do mountains interact with those around them?



4. Living in the Andes

We know that the Himalayas is the highest mountain range in the world. The second highest mountain range is in South America. This mountain range is called the **Andes** *(an-deez)*. The Andes is the world's longest mountain range. What is it like to live in the Andes mountains?

16

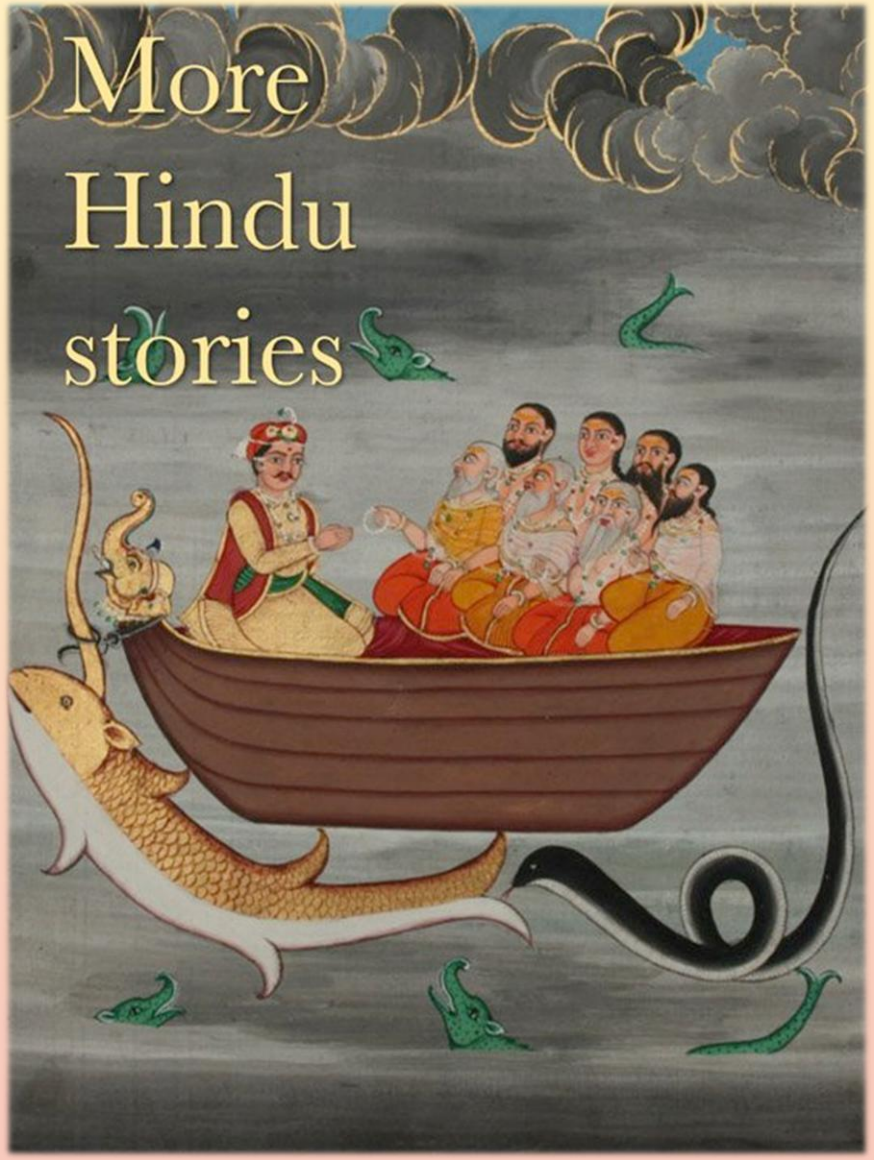
In the south of the Andes mountain range, it can be cool and rainy. The central part of the Andes is dry. The northern part of the mountain range is normally warm and rainy. As we know, the best farm land is flat with a good supply of water for crops to grow.

If humans live in a mountainous area, they need to find a way to grow crops. Most of the people who live on or around the mountains are involved in farming. Because of the mountain slopes, **terraced farming** is common. This terraced farming is in Peru.

In the Andes mountains, humans have also dug mines in the ground to find minerals. This is a gold mine in Peru. There are also copper and tin mines.

17

Religious Education – More Hindu Stories



- Big Question - What do Hindu's learn from Vishnu's stories and symbols?

3. Vishnu and his symbols

1 Paintings, carvings and statues of Hindu gods are full of symbols.
2 When we understand the symbols, it is like cracking a code. Once we
3 know what each symbol means, we look at these pictures differently!
4 We start to understand what the image means to Hindu believers.

5 Vishnu is often shown with four objects which are symbols:
6 • a round object, like a wheel, called a **chakra**;
7 • a conch shell (do you remember where the demon hid, in the
8 story of Matsya?)
9 • a flower called a **lotus**
10 • a powerful, heavy weapon called a **mace**

11 Can you find these four objects in the statue on the next page?

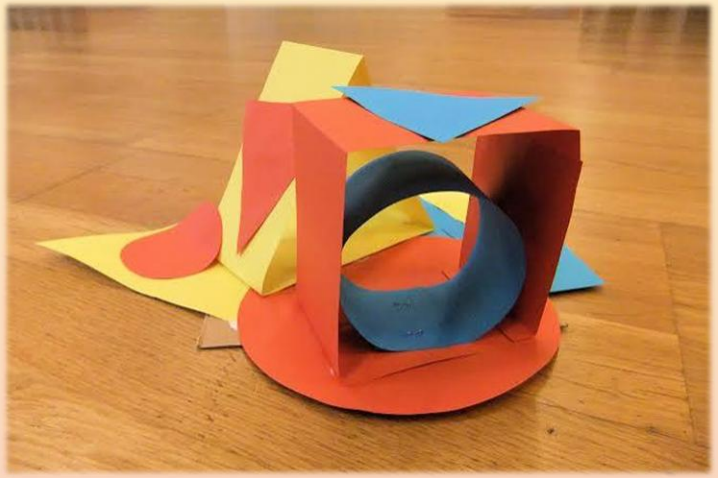
12 The chakra is a specially shaped wheel. It is the kind of disc which,
13 after being thrown a long way, returns to the thrower. A wheel
14 symbolises time, because time never ends. The chakra is also a Hindu
15 symbol for a human being's **mind**. Our minds are full of energy. Lots
16 of knowledge gives them even more energy! Look back at the image of
17 Vishnu on Page 10. Look at the space around him. Can you see the
18 chakras? Vishnu seems to be throwing them! Think back to the story.
19 Why do you think Vishnu was throwing chakras at this moment?

12



Art – Sculpture and 3D abstract shape

- join 2D shapes to make 3D structures
- join materials in different ways when working in 3D
- develop ideas for 3D artwork
- To apply knowledge of sculpture when working in 3D





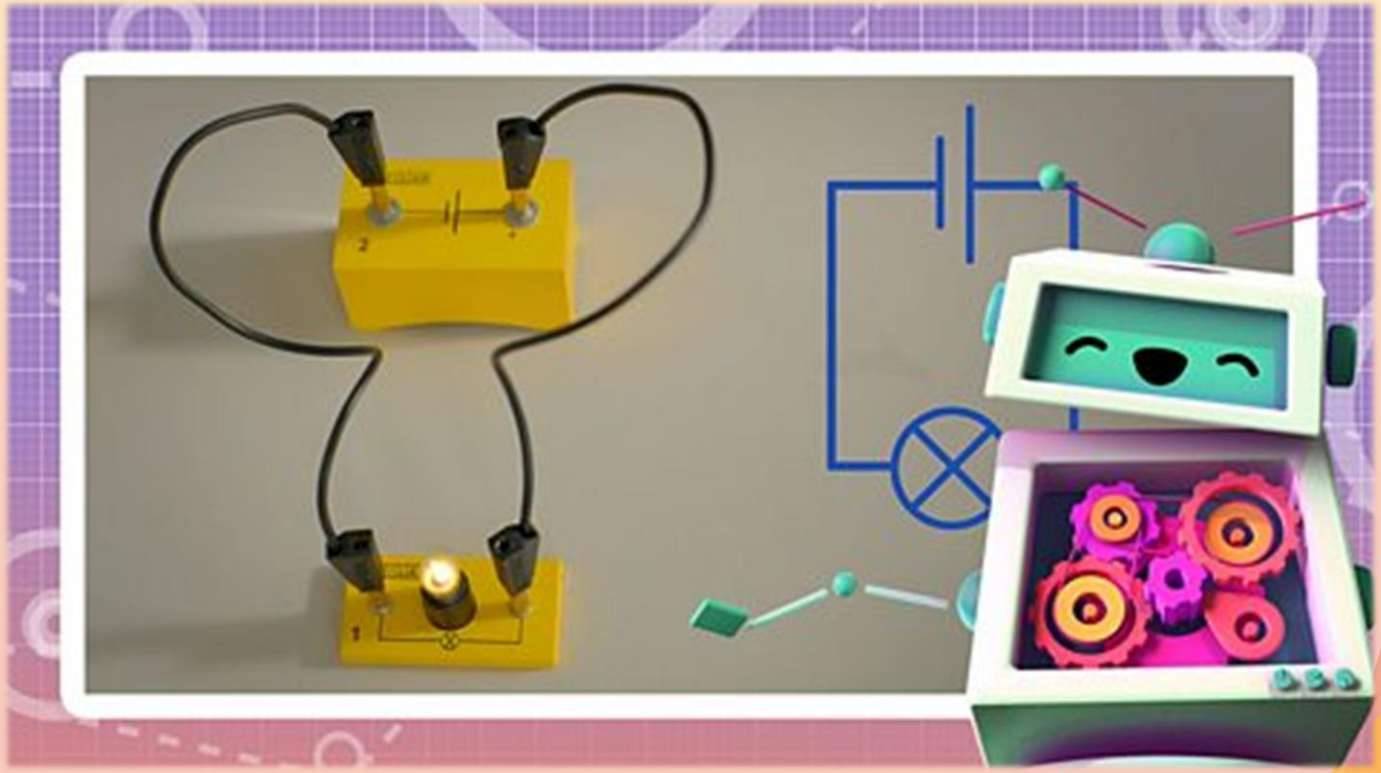






D.T. – Electrical Systems

- understand the purpose of information design
- research a set topic to develop a range of initial ideas
- develop an initial idea into a final design
- assemble a final product and incorporate a simple circuit



Music - Playing in a band
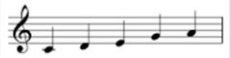
Musical Spotlight: Playing in a Band
Social Question: What Stories Does Music Tell Us About the Past?

Name:
Class:

Understanding Music

Tempo:	Andante — at a walking pace (104bpm)
Time signature:	2/4 — there are two crotchet beats in a bar
Key signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, crotchets and quavers
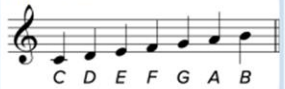
Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, G, A 

SONG 1
Love What We Do
Style: Disco

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, B
(Recorder): C, D, E, F, G
Part 2: C, D, E, F, G, B
(Recorder): G, A, B, C
Part 3: C, D, E, F, G, B
(Recorder): G, A, B, C
Part 4: C
(Recorder): G
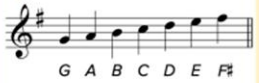
Circle the notes you improvised with:

C, D, E, G, A

SONG 2
When The Saints Go Marchin' In
Style: New Orleans Jazz

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — there is one sharp in the key signature



Circle the part you played:

Part 1: G, A, B, C, D, E
Part 2: G, A, B, C, D
Part 3: G, A, D
(Recorder): G, A, B
Part 4: G
(Recorder): G, A

Circle the notes you improvised with:
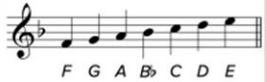
G, A, B, D, E

SONG 3
My Bonnie Lies Over The Ocean
Style: Folk: Sea Shanty

Time signature: 3/4 — there are three crotchet beats in a bar

12/8 in the activity section — there are four dotted crotchet beats in a bar

Key signature: F major — there is one flat in the key signature

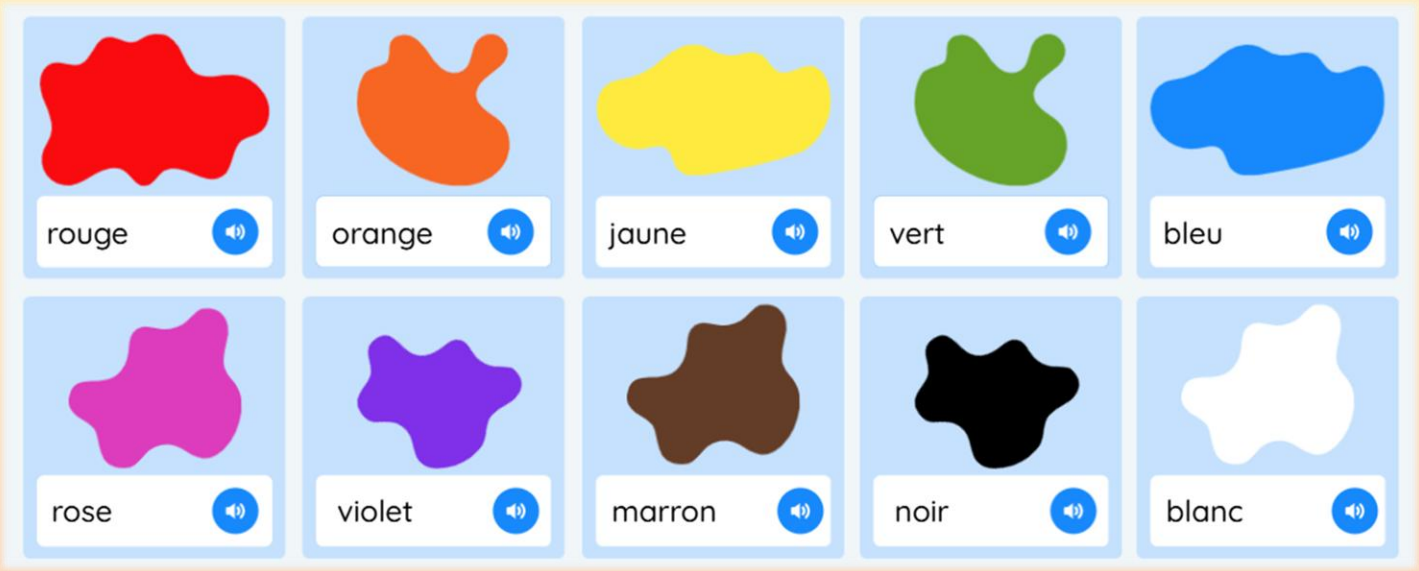


Circle the part you played:

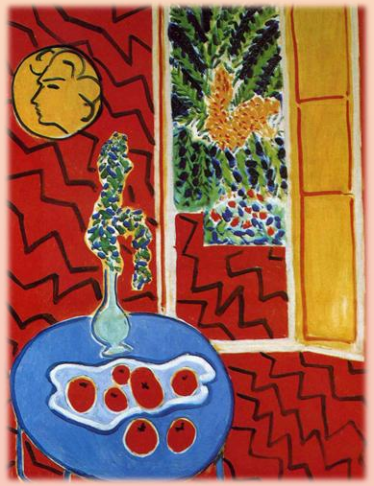
Part 1: C, D, E, F, G, A
Part 2: C, D, E, F, G, A
(Recorder): F, G, A
Part 3: C, D, E, F, G, A
(Recorder): F, G, A
Part 4: F

- Reading notation
- Play to a steady beat
- Read and play to time signatures
- Pitch and harmony
- Exploring singing and playing instruments

French - Colours, size and shape



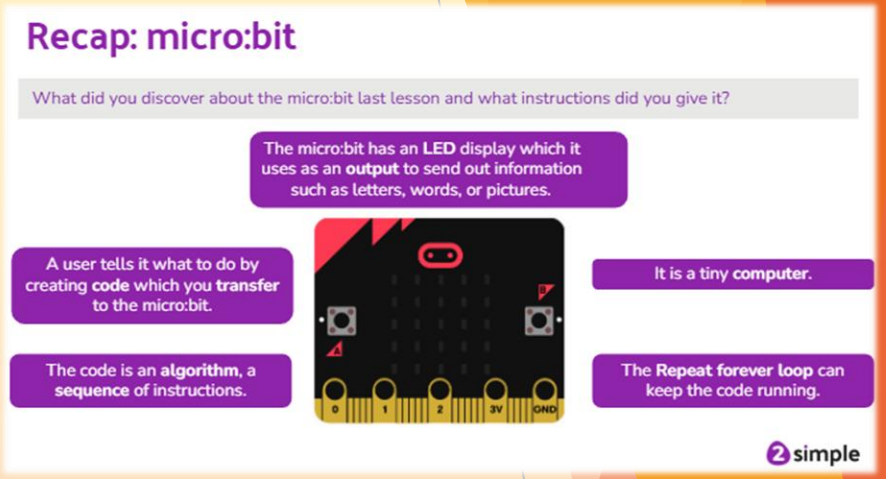
- Colours in French
- Shapes and colours in French
- Share of difference colours and sizes in French
- Using shapes like Matisse



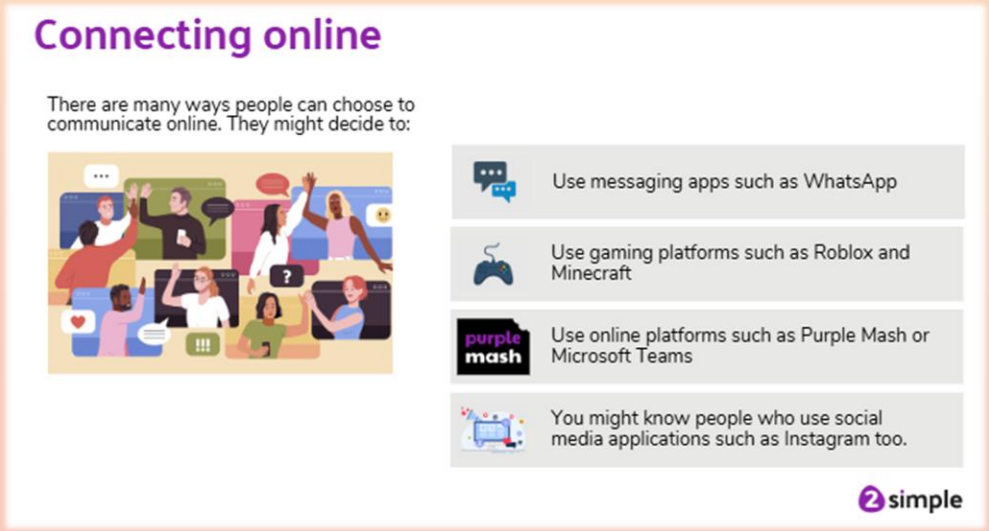


Computing – Databases and Micro: bits

- understand the concept of using 'Yes' or 'No' questions to sort objects
- understand and use a branching database effectively
- use a micro:bit to create an electronic name badge
- code a micro:bit to show animations on its LED display



Online Safety – Online Relationships



- describe ways people who have similar likes and interests can get together online
- explain what it means to 'know someone' online and why this might be different from knowing someone offline
- explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with