

Year 3
2021-2022



The Year 3 Team

Mrs Baskerville- Monday, Tuesday and Wednesday Morning

Miss Lane- Wednesday Afternoon, Thursday and Friday.

Class TA- Miss Smith

Our Topics

- Autumn: Stone age- History Focus
- Spring: Italy- Geography Focus
- Summer: All about me- Science Focus

Timetable

	8.4 0 9.0 0	9.00-10.00am	10.00-10.30am		10.45am- 11.50am Alex - break 10.45-11		12 .5 0	1.00-3.10pm			3.10 3.15
Mon	EARLY BIRD WORK FOLLOWED BY REGISTER AND PRAYERS MW - book change	Liturgy English (SPAG)	Whole class reading	BREAK TIME - SNACK	Maths	LUNCH TIME	Wash hands/Registration & Daily Prayers	1.00-1.50pm Science	1.50pm-3.10pm RE		End of the day prayer
Tues		Maths	Whole class reading		English			1-2pm PE with Julien	PSHE/RHE	French	
Wed		Maths	Whole class reading		English			PE	Music	Sing & Praise	
Thu		Maths	Whole class reading		English			1.00-2.00pm History/Geography	2-2.20pm RE (Chapel)	2.20 - 3.10pm RE	
Fri		Maths	Whole class reading		English & Spelling test			1 - 1.45pm DT/Art	1.45 - 2.30pm ICT	2.30pm Gospel Values Assembly	

Home Learning

	Phonics - compulsory	Reading - compulsory	Spelling - compulsory	X Tables - compulsory Y2-Y4	Maths IXL (optional YR-Y4 compulsory Y5 & Y6)	English IXL - optional	Topic - compulsory
3		5 x a week	Weekly	Weekly	Weekly (optional)	Weekly (optional)	Submitted $\frac{1}{2}$ termly

Stone Age to Iron Age. Year 3 Autumn Term 2021/2022

	A - History	B - Art/DT	C - Science	D - Literacy
2 points	Find out the dates of this period in history and draw a timeline to show them.	Find out about the cave paintings. Where are they? What do they show? Draw some of the pictures and explain how they were created.	Make a list of all the rocks you can find in your house and garden. E.g. Marble worktops in the kitchen.	Make sure that you can spell the periods of history we are studying and add them to your vocabulary book.
5 points	Find out if there are any prehistoric sites near here. See if someone can take you there and take some photos or collect a leaflet.	Make a prehistoric necklace using clay beads, shells, pebbles and string.	With a family member, go on a rock or fossil hunt. Take photos or do some drawings of your findings.	Write an acrostic poem spelling out either 'stone age' or 'iron age.'
10 points	Choose an area to study (eg homes, food, clothes, weapons) Find out as much information as you can and present your information in an interesting way. I expect you to look at the changes across the whole period we are studying.	Create a model of a prehistoric house. Look up how they were built and use this to help you.	Complete some research about Mary Anning and create a booklet about her life.	Write a diary entry for the day in the life of a stone aged child.

You can choose which activities you do from this grid.

Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded within the knowledge of our curriculum.

'Learning is Remembering and Recalling...'

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

National Curriculum

Gospel Values, Catholic Virtues, Laudato Si & British Values



Using our Secrets to Success...



Roshenshine's Principles of Instruction & Jonathan Lear

Curriculum Drivers and Teams

English
Reading
Writing
Phonics
SPaG

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge &
Understanding
Engagement &
Response
Analysis & Evaluation

History
Music
French (MFL)
Computing

Geography
Art
DT

Science
RHE/PSHE
PE

Parents in Partnership & Pupil Voice

Being the 'Best we can be'

School Mission Statement

**Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.**



Amen



This term, Year 3's topic is called The Stone Age.

We have lots of exciting things planned, including:

- Story writing, diary writing, non-fiction and instructions.
- Making clay dinosaur eyes to link with our science topic on rocks and soils.
- Starting our new maths adventure with POWER MATHS!
- Starting to learn some basic French greetings!

How can I help my child with this topic:

Lots of information about the Stone Age on BBC Bitesize here: <https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Watch the video for a reading of Stone Age Boy here: <https://www.youtube.com/watch?v=aqy5ENpagts>

Take part in some of the topic grid tasks – this can be found on Google Classrooms.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 3.

English Knowledge - KEY VOCABULARY

Spelling Key Vocabulary -

Compound Word - A word that contains two or more root words
e.g. news+paper, ice+cream

Key Word/Common Exception Word - A word which can't be phonetically decoded

Prefix - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

Suffix - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

Homophone - Two different words are homophones if they sound exactly the same when pronounced
e.g. hear/here

Word Families – words that are linked in form and meaning. Eg scope, telescope, microscope

Sentence Key Vocabulary –

Conjunctions - words that show time, place or cause. Eg. after, before, when, while, so, because.

Prepositions - e.g. before, after, during, in

Text key vocabulary –

Paragraphs – a series of sentences which are linked by subject matter.

Heading – the main title to a piece of writing

Sub-heading – a title within a piece of writing which relates to the heading.

Present perfect form of verbs – instead of using the past tense.
Eg *He has gone out to play* instead of *He went out to play*.

Punctuation key vocabulary –

Inverted Commas – punctuating direct speech. E.g. “ He has gone to the shops,” said Joe.

English Knowledge & Skills

WRITING - Short stories

Adjectives – to describe a person, place or thing (noun)

Adverbs - to describe HOW someone moves

Dialogue – using speech within the story

Plot – developing problems and solutions within a story.

Instructions

Conjunctions – to show what happens next

Imperative Verbs – to show what to do.

READING Key vocabulary

Word meaning - Explaining the meaning of words in context and explaining how word choice enhances meaning.

Retrieval - Finding details and information from a text.

Prediction - Saying what will happen next or as a result of something.

Comprehension – understanding the text and how content is related to the meaning as a whole.

Inference - reaching a conclusion which you can explain and justify with evidence from the text.

Deduction - Using evidence in a text to support an idea.

Summary – summarising main ideas from across paragraphs.

Don't forget the Vocabulary Challenge!

SPELLING

- Words spelt with ei (eight)
- Words spelt with ey (they)
- Words spelt with ai (straight)
- Words spelt with ear (earth)
- Homophones and near homophones (brake/break)
- Common exception words

HOW TO HELP – Writing

- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it is punctuated.
- Encourage your child to write as much as possible for as many different purposes as you can.

HOW TO HELP - Grammar

- Speak in grammatically accurate sentences.
- Spot grammar being taught at school when reading.
- Work together on your child's IXL homework.

HOW TO HELP - Reading

- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them

Spelling Y3 & 4 Curriculum words

Year 3 and 4 Common Exception words

accident(ally)	certain	experiment	important	ordinary	reign
actual(ly)	circle	extreme	interest	particular	remember
address	complete	famous	island	peculiar	sentence
answer	consider	favourite	knowledge	perhaps	separate
appear	continue	February	learn	popular	special
arrive	decide	forward(s)	length	position	straight
believe	describe	fruit	library	possess(ion)	strange
bicycle	different	grammar	material	possible	strength
breath	difficult	group	medicine	potatoes	suppose
breathe	disappear	guard	mention	pressure	surprise
build	early	guide	minute	probably	therefore
busy	earth	heard	natural	promise	though
business	eight	heart	naughty	purpose	thought
calendar	eighth	height	notice	quarter	through
caught	enough	history	occasion(ally)	question	various
centre	exercise	imagine	often	recent	weight
century	experience	increase	opposite	regular	woman/women

Help your child to practice spelling and using these words.

Look for them in books.

Can they write them in their homework?

Whole Class Reading

- Every child has a copy of the text
- Lots of repetition and reading together
- Children use a ruler to follow text
- Vocabulary!- you need to understand 95% of the words to understand what you are reading.

Maths Knowledge – NUMBER AND PLACE VALUE

Number and Place Value

Knowledge Organiser

Key Vocabulary

3-Digit Numbers

256

two hundred	fifty	six
		
200	50	6

Counting in 4s and 8s

0 4 8 12 16 20 24 28 32 36 40

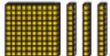
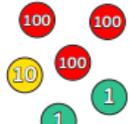
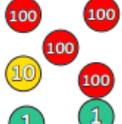
0 8 16 24 32 40 48 56 64 72 80

Counting in 50s and 100s

0 50 100 150 200 250 300 350 400 450 500

0 100 200 300 400 500 600 700 800 900 1000

10 and 100 More or Less

Ten Less		Ten More
		
120	130	140
One Hundred Less		One Hundred More
		
212	312	412

HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to 12 x 12.

Use maths in daily life – cooking, measures, shopping etc.

Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

Fluency, Reasoning and Problem Solving Key Vocabulary -

Fluency - Using number and calculation skills accurately and efficiently

Reasoning - Following a line of enquiry, justifying and proving their answers

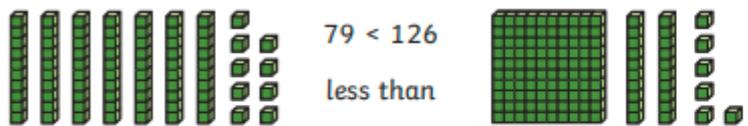
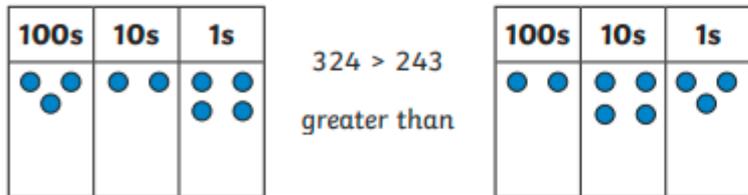
Problem Solving - Solving real life and logical problems using mathematical understanding

Maths Knowledge – NUMBER AND PLACE VALUE

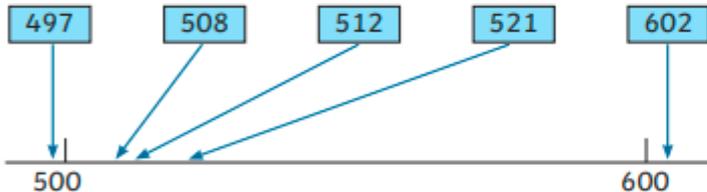
Number and Place Value

Knowledge Organiser

Compare and Order



smallest

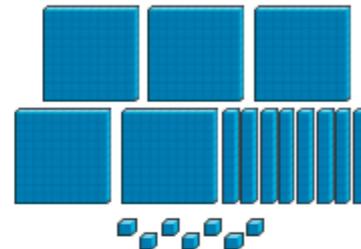
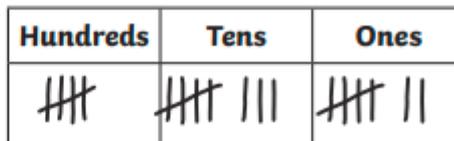


greatest

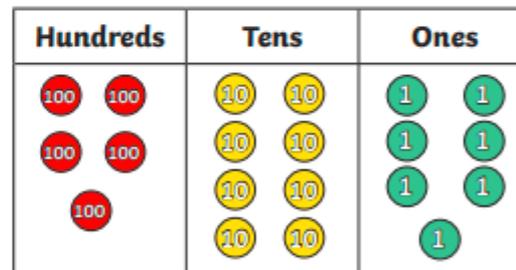
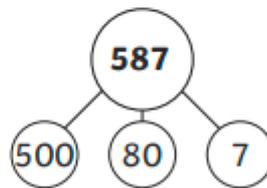
Represent Numbers to 1000

587

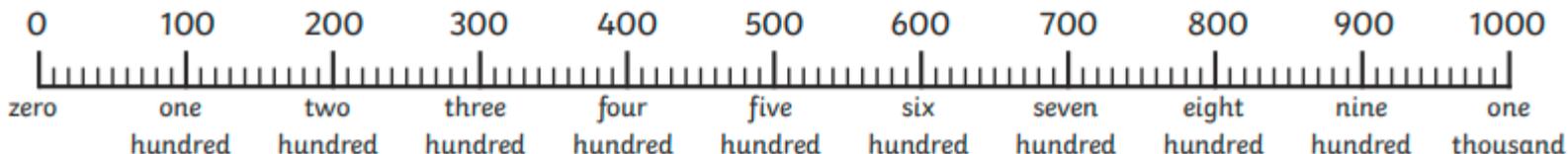
five hundred and eighty-seven



$$500 + 80 + 7$$



Numerals and Words to 1000



Maths Knowledge – ADDITION AND SUBTRACTION

Addition and Subtraction

Knowledge Organiser

Key Vocabulary

add
total
plus
sum
more
altogether
difference
subtract
less
minus
take away
column addition
column subtraction
exchange
estimate
inverse operation
solve problems
number facts
place value

Addition and Subtraction Methods

3 digit and 1 digit numbers

Not crossing 10s

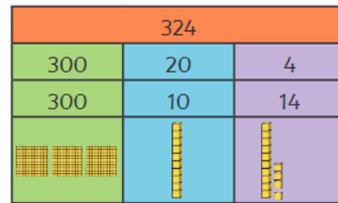
$$268 - 4 = 264$$



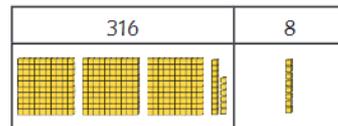
$$343 + 6 = 349$$



Crossing 10s (Exchanging)



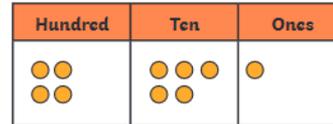
$$316 + 8 = 324$$



$$324 - 8 = 316$$

3-digit and 2-digit numbers

Add and subtract tens



$$451 + 3 \text{ tens} = 481 \quad (5 + 3 = 8)$$

$$451 - 4 \text{ tens} = 411 \quad (5 - 4 = 1)$$

Crossing 10s (Exchanging)

$$258 + 80 = 338$$

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

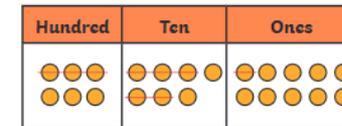
$$\begin{array}{r} 368 \\ +73 \\ \hline 441 \end{array}$$

$$\begin{array}{r} 3131 \\ 441 \\ -73 \\ \hline 368 \end{array}$$

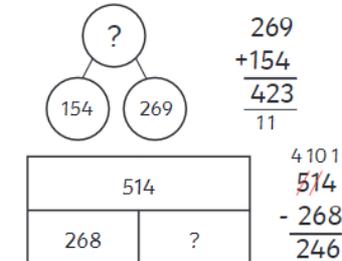
3-digit numbers

Not crossing

$$679 - 351 = 328$$

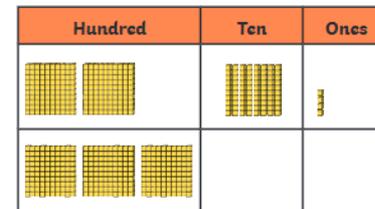


Crossing 10s (Exchanging)



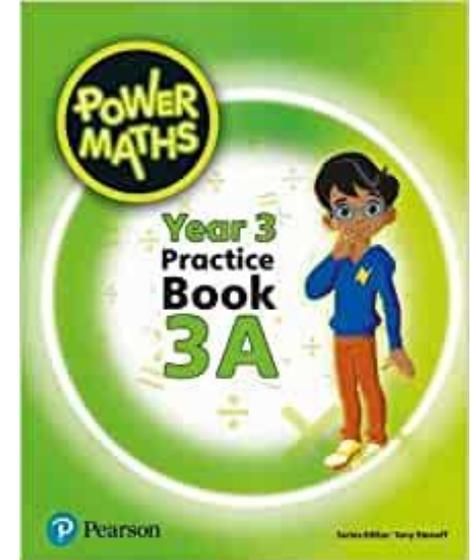
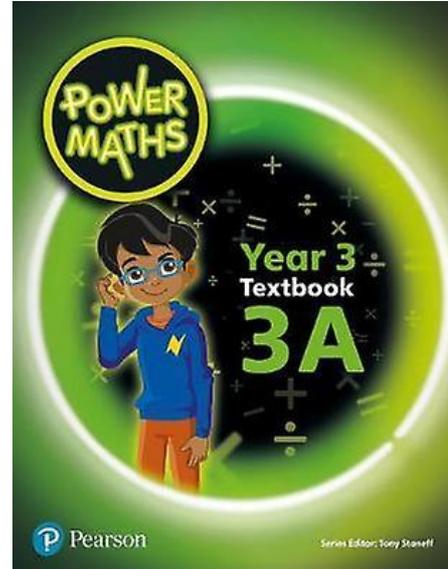
Add and Subtract 100s

$$264 + 300 = 564$$



Power Maths

- Use of textbook and workbook each lesson
- Challenges in each book
- Reflection at the end of each lessons
- Reading! The questions require children to read.

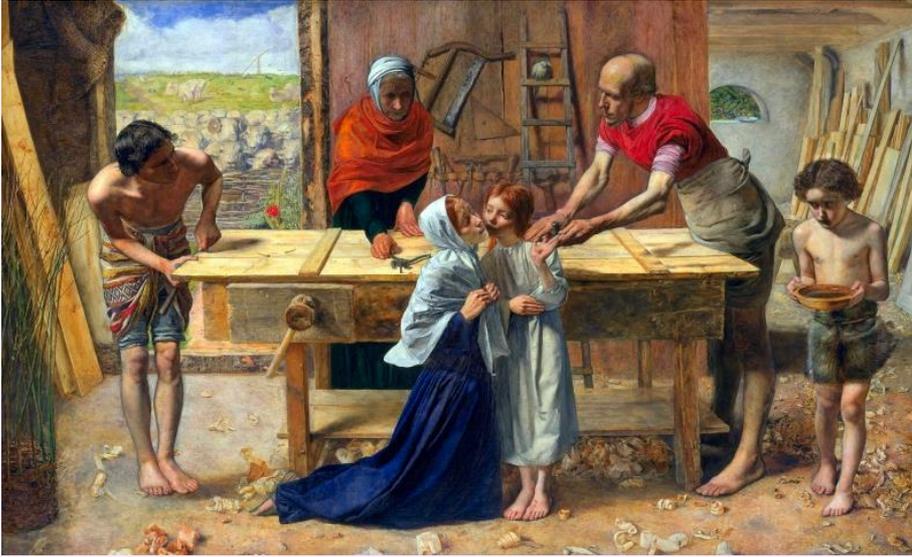


Times Tables

- Year 4 is when times tables are checked nationally
- Quick recall of tables are needed
- Times table lesson every Monday along with a times table test
- Tables for year 2 that we will recap: 2,5,10
- Tables we will learn in year 3: 3,4,8

1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144





Paul's letter to the Ephesians 5: 1-9.

Since you are God's dear children, you must try to be like him.

Your life must be guided by love just as Jesus was guided by love.

It is wrong for you to use bad or rude language.

Instead you should give thanks to God.

You must not be greedy.

You must be like people who live in the light.

Let the light of your goodness and truthfulness shine out for everyone.

- Q What makes a house a home?
- Q What makes home a special place for you?
- Q What do you like to do at home, on your own and as a family?
- Q What do people do for you at home that makes you feel special?
- Q What is sometimes difficult about sharing and being part of a group at home?
- Q Whom does Paul tell them they should resemble?
- Q What kind of people does Paul say they should be like?
- Q What do you think about the advice he gives?

Science – Rocks and Soils

Year 3 Skills:

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

Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge			
There are three types of naturally occurring rock.			
Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Science – Rocks and Soils

Key Vocabulary

fossilisation	The process by which fossils are made.
palaeontology	The study of fossils.
erosion	When water, wind or ice wears away land.

Caves are formed when water **permeates** through the bedrock and **erodes** some of the rock away. Over thousands of years these caves can become very large.

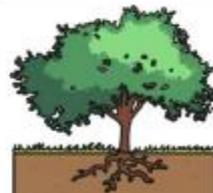


Key Knowledge

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).

Soil



topsoil



subsoil



bedrock



Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As **erosion** and weathering take place, eventually the fossil becomes exposed.



Computing

E-Safety and Digital Literacy

E-Safety is extremely important and something we will embed in all of our computing!

I can talk about what makes a secure password and why they are important.

- I can protect my personal information when I do different things online.
- I can use the safety features of websites as well as reporting concerns to an adult.
- I can recognise websites and games appropriate for my age.
- I can make good choices about how long I spend online.
- I ask an adult before downloading files and games from the Internet.
- I can post positive comments online
- I understand why it is important for me to use and view only the apps, websites or films that are appropriate to my age
- I can use a keyboard, mouse, trackpad and touchscreen with more confidence.

Our Key Vocabulary

E-safety rules

Secure passwords

Report abuse button

Gaming

Blogs



History

The Stone Age



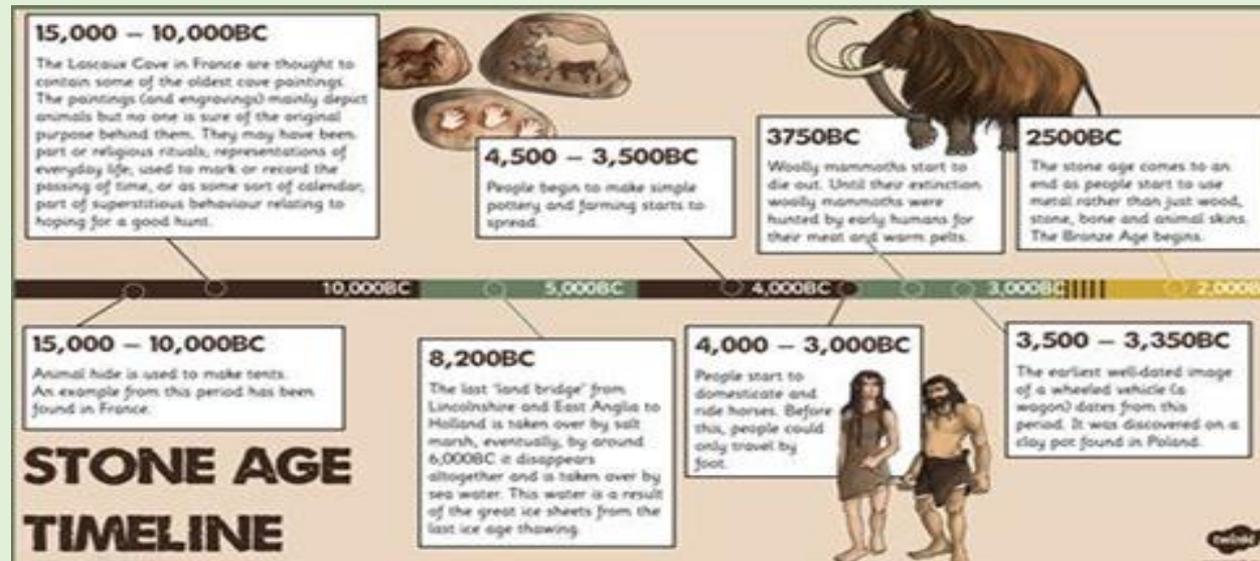
Skills:

- Can pupils explain some of the sources that historians have used to gain knowledge about the Stone Age and Roman Britain?
- Can pupils describe events and periods using BC, AD, century, and millennium?
- Can they describe events from the past using dates of dates/periods?
- Can they explain the term 'prehistory'?
- Can they order events/periods studied on a given timeline?

Vocabulary

Decade, century, millennium, AD, BC, chronological order, evidence, source, prehistory, Stone Age, Bronze Age, Iron Age, tribe, kingdom, hunter-gatherer, agriculture, empire, emperor, citizenship, civilisation, invasion, conquest, army, military, enemy, resistance, alliance, republic, impact, culture, religion, tax, concurrence, duration, interval, narrative

Key Dates



Museum Trip

- We have a trip being planned to Dorset Museum.
- Discover workshop on Stones, Bones and Metal.
- Make a Gold Lozenge workshop inspired by Dorset Museum's incredible collection
- Thursday 4th November
- More information to come!!



Art and Design

We are going to produce clay dinosaur eyes linking to our Science which include fossils!

Can they begin to sculpt clay and other mouldable materials?

Can they use their sketches to produce a final piece of work?

Can they use different grades of pencil shade, to show different tones and texture?

Year 3 Art Vocabulary

Primary	Focus	
Secondary	Effect	
Tertiary	Statement	
Perspective	Mood	Observe
Structure	Scale	Evaluate
Compose	Proportion	Tone
Layer	Placement	
Palette	Design	
Illustrate		



We will also be looking at artwork by Pippa Hill- an artist who works creates 3D ceramic animals!



Know how count to 20 in French.

Ask somebody how they are feeling and give an appropriate response back.

Ask somebody their age, name, where they live and reply.





PSHE

HEALTHY LIFESTYLE

- Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.
- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.



PE

Netball

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession



Key Vocabulary:

- footwork
- pivot
- opponent
- opposition
- receiver
- landing foot
- interception
- rebound
- obstruction
- possession
- attack
- defence
- contact
- mark

Foundation Subject IMPACT QUESTIONS

Religious Education

What makes a house a home?

Science

How are different rocks formed? How can we group rocks?

Computing

Do I know how to stay safe online and use a computer correctly?

History

What was life like in the Stone Age?

Art and Design

Can you use clay to create a model with texture and layers?

Music

Can you perform a rhythmic pattern to a steady beat?

PSHE

Can you tell me what a balanced diet is?

PE

Can you play well in a team?