





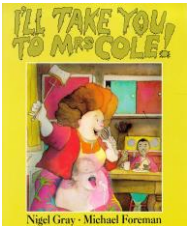

## Year 3 Parent Newsletter Autumn 1









Dear Parents, Carers and Families,


Welcome to Year 3!

We hope you and your child are excited about starting this academic year and that this newsletter gives you an understanding as to what your child will be learning this term. You will also find some useful links or activities that you may want to look at or complete with your child.

Each year group is busily arranging a parent workshop for the Autumn term. Dates regarding these will be shared shortly with you. We hope you can attend! If you do have any questions, please do not hesitate to come and speak with us.

Area	Theme	
<b>Project: History/ Geography</b>	<p><u>Topic: Through the Ages (History)</u>  <u>Content:</u> In the Through the Ages project, your child will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. They will discover terminology relating to time and sequence dates to make a timeline. They explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved over time, including how the discovery of different metals changed the way that people lived.</p> <p><u>Topic: One Planet, Our World (Geography)</u>  <u>Content:</u> This unit teaches children to locate countries and cities using grid references, compass points and latitude and longitude. They will learn about layers of the earth, plate tectonics and five major climatic zones.</p>	
<b>English</b>	<p><u>Topic: Stories with familiar settings</u>  <u>Focus Text:</u> <i>I'll Take You To Mrs Cole</i> by Nigel Gray            Content: Children will develop an understanding of a range of familiar settings. The unit works towards children independently completing their own story which imitates the structure and style of the focus text, with a consideration for purpose and audience.</p> <p><u>Topic: Non-chronological reports</u>  <u>Focus Texts:</u> A range of non-fiction texts  <u>Content:</u> Children will gain an understanding of a topic-related area of study and, in pairs, complete a non-chronological report based on this. They will become aware of features of this text type and begin to present their information in this style.</p>	 
<b>Maths</b>	<p><u>Topic: Place Value</u>  <u>Content:</u> During this unit, children will be partitioning, representing, ordering and comparing numbers up to 1,000. Finding 1,10 or 100 more or less and estimating where numbers should be placed on a number line.</p> <p><u>Topic: Addition and Subtraction</u>            Content: Children will add and subtract 1s, 10s and 100s, spotting patterns and making connections. They will be adding and subtracting 2-digit numbers both including exchange and without. They will begin to make sensible estimations and consider inverse operations to check calculations. We will begin to introduce formal written calculation methods.</p>	

	<p><b>Note:</b> We will also be introducing Times Tables Rock Stars and Numbots to the children, you will receive login information and further guidance shortly. The expectation will be that children spend ten or so minutes on this per day to embed their knowledge.</p> <p>Later in the year we will be covering the topic of 'Measure' with the children, we encourage adults to engage their children with day-to-day Maths skills such as time-telling, handling money and weights and measures and their associated units of measure.</p> <p><b>Extra Resources:</b>  <a href="#">Maths home learning   Home learning   White Rose Maths</a>  <a href="#">Y3-HL-Autumn-Block-1-Place-value-2020.pdf (whiterosemaths.com)</a>  <a href="#">Y3-HL-Autumn-Block-2-Addition-and-subtraction-2020.pdf (whiterosemaths.com)</a></p>	
<b>Reading</b>	<p>Children will be introduced to reading roles and toolkits which will enable them to be able to answer comprehension questions relating to a variety of texts and genres.</p> <p>Your child will shortly be coming home with a reading book (by half term). Please support and encourage them to read this at home.</p>	
<b>Science</b>	<p><b>Topics:</b> Our Changing World (Ongoing throughout the year), The Power of Forces</p> <p><b>Content:</b> Children will explore how forces can make objects start to move, speed up, slow down or change direction. They will compare how things move on different surfaces. They will identify that magnets attract some materials and not others. They will carry out comparative and fair tests, as well as making predictions.</p>	
<b>PE</b>	<p>PE will be on a Thursday Sports for each class are as follows: P Gymnastics/Netball H Ball Skills/Football K Dance/Tag Rugby On this day, your child will need to come into school in suitable PE Kit. (see below).</p>	
<b>Computing</b>	<p>Programming - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use logical reasoning to detect and correct errors.</p>	
<b>Modern Foreign Languages</b>	<p>This term we will be introducing French into KS2 (Y3-Y6). Children will be learning to <b>understand and respond to spoken and written language from a variety of authentic sources</b></p> <p><b>Units 1- 6 will include:</b> rhymes, traditional songs, listening to and reading a story, performing a traditional story in French, expressing an opinion</p>	
<b>RE/PSHE</b>	<p><b>Topics:</b> Sharing and being generous (R.E.) Caring for others, animals and the environment (R.E.) Being Me In My World (PSHE)</p> <p><b>Content:</b> Children will develop an awareness of these dispositions in relation to religion. During our assemblies we will be exploring a range of PSHE themes and further discuss these within class.</p>	
<b>Music</b>	<p>Children will learn about the language of music through playing the glockenspiel.</p>	
<b>Art/DT</b>	<p><b>Topic:</b> Contrast and Complement <b>Content:</b> This project teaches children about colour theory by studying the colour wheel and colour mixing.</p>	

<b>Suggested reading list</b>	<p>The links provided below offer comprehensive lists of recommended reading books for Year 3 covering a range of genres, authors and text styles.</p> <p><a href="#">Books for Year 3 children aged 7-8   School Reading List</a></p> <p><a href="#">The Reader Teacher Year 3 Top 100 Recommended Reads Poster Landscape</a></p> <p><a href="#">Lower KS2: Picture Books &amp; Graphic Novels   Recommended Reads   The Reader Teacher</a></p> <p><a href="#">Lower KS2: Non-fiction   Recommended Reads   The Reader Teacher</a></p>	
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Other information

**PE Kit**

For safety reasons, it is essential your child comes to school in correct and safe PE kit.

**Plain T-Shirt**

**Shorts, tracksuit trousers or leggings**

**Trainers (not pumps)**



Your child may wear a tracksuit/jogging bottoms over their PE kit if they wish.

**Supporting your child at home**

Read, read, then read some more! Research show that reading regularly is the best homework you can do. If your child brings a reading book home, please support them to read it- even. Better, spend 10 minutes a day reading with them.



**Other ways to support at home**

# Through the Ages



These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

## Activities

1. Create a timeline to put the following periods of prehistory into chronological order: Bronze Age, Iron Age and Stone Age (including the three periods of the Stone Age, Neolithic, Palaeolithic and Mesolithic). Use the internet or information books to find the approximate dates for each period.
2. Use information books and the internet to find out about one of these aspects of Stone Age life: settlements, food, clothing, tools and weapons. Use your research to create an information poster about your chosen aspect. Include images and topic-specific vocabulary to make your information poster interesting for the reader.
3. Who was the Cheddar Man, and what does he tell us about life in prehistoric times? Visit the Natural History Museum website to find out the answer to this enquiry question. Record key information that you learn about the Cheddar Man on a mind map. Expand on the information in your mind map by writing a detailed answer for the enquiry question.
4. Use the internet and information books to find images of artefacts from the Bronze Age. Use your existing knowledge and further research to create a table to provide information about some of the artefacts. Include an image or drawing of the artefact, the name of the artefact, its use and what it tells us about everyday life in the Bronze Age.
5. In Britain during the Bronze Age, for the first time, there was a difference between those people who had wealth and those who did not. This was because some people had access to metals, while others did not. Use your research skills or existing knowledge to answer the following questions about this aspect of Bronze Age life.
  - Why did access to metal mean that some people were rich and others were not?
  - Which members of the Bronze Age communities controlled the metal mines?
  - Why did the wealth of some people cause conflict?
  - How did the conflict change the way that people built Bronze Age settlements?

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6. Using these illustrations, reenactor photographs and artefacts as evidence, write a paragraph to explain what clues they give us about everyday life during the Iron Age.



Artist's impression of an Iron Age hillfort



Artist's impression of Iron Age arable farming



Artist's impression of Celtic warriors



Potter's wheel



Metal mirror



Colourful cloth weaving



Decorated bucket

7. Use information books or the internet to find out about Iron Age hillforts. Draw an illustration of an Iron Age hillfort and label its features, such as a hill, ditches, high walls or guarded gates. Write a short explanation about each of the features that you have labelled.
8. The Iron Age people of Britain, known as the Celts, were fearsome warriors. Use the internet and information books to find out about Celtic warriors. Use your existing knowledge and research to draw a detailed illustration of a Celtic warrior and write a short paragraph to describe their beliefs, clothing, weapons and warfare.
9. What were the main causes that led to the end of the Iron Age in Britain? Use your research skills and the following useful words to write a short paragraph to answer this enquiry question.

**Useful words**

- invasion
- Roman
- Julius Caesar
- power
- conquer
- army
- defend

- 10.** Finish your home learning by writing a summary of the topic, explaining what you have learned about the different periods of prehistory, including the Stone Age, Bronze Age and Iron Age.

### **Useful websites**

BBC Bitesize – What was prehistoric Britain like?

BBC Bitesize – Prehistoric – KS2 History

Natural History Museum – Cheddar Man: Mesolithic Britain’s blue-eyed boy

Natural History Museum – Cheddar Man FAQ

British Museum – Classroom resource – Bronze Age Britain

DKfindout! – Iron Age Hill Forts – What Are Hill Forts?

### **Good reads**

<b>Title</b>	<b>Author</b>	<b>ISBN</b>
The History Detective Investigates: Stone Age to Iron Age	Clare Hibbert	9780750281973
Discover & Learn: Stone Age to Celts: The Study Book	CGP Books	9781782941958
Savage Stone Age: Horrible Histories	Terry Deary	9781407165592
Prehistoric Britain: Bronze Age and Iron Age Hill Forts	Dawn Finch	9781474730488
Explore!: Celts	Sonya Newland	9780750297356
Stone Age Boy	Satoshi Kitamura	9781406312195