

# Welcome to Year 3



# Staff



## Pallas Cats (3B)

**Miss Brook**

TAs:

- Mrs Scanlan (Monday-Wednesday)
- Mrs Young (Wednesday- Friday)
- Miss Reygate (all week).

PPA cover on alternate Thursdays:  
Mrs Hutchison



## Jaguars (3A)



**Mrs Baker and Mrs Hutchison**  
(Monday-Thursday) and (Thursday & Friday)

TA: Mrs Yu (all week)

PPA cover on alternate Thursdays:  
Mrs Hutchison

# Home Learning



## Reading & My5high5

Reading books will be changed or checked every Monday and Thursday, please make sure you tick your My 5 High 5 bookmark too!



## Spellings/Phonics + Spelling day

The children will be tested on their spellings every Friday. Please ensure that the Purple Home Learning book is in school every Thursday ready for Friday morning test.



## Times Table Rockstars and Sumdog

The children will be set challenges on these each week. Please, if you can, try and go on this a few times a week. The log ins are in your child's purple Home learning book.

# Snacks and lunch

## Snack is at 10.15am

The children eat their snack (Fruit – fresh or dried, veg and cheese) inside and then go outside for 10 minutes of outdoor play.

## Lunch is at 12pm-1pm

Packed Lunches and School Dinners are eaten in Keeler Hall together and when they are finished, they go outside for OPAL (*Outdoor Play and Learning Scheme*) play on the field.

# P.E

Days: Monday and Wednesday

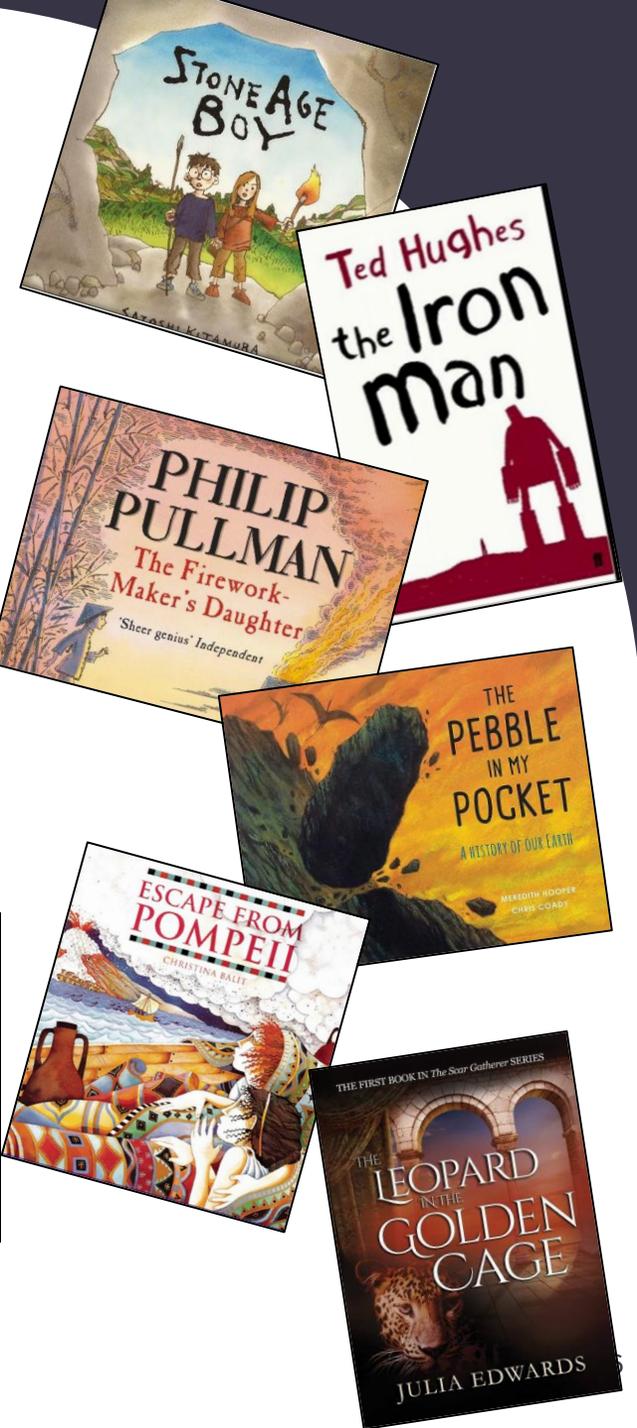
Please ensure long hair is tied back – *no earrings.*

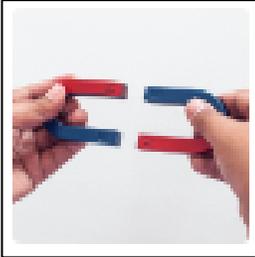
All children will be expected to participate unless the school has been notified.



# Curriculum

Subject / Term	Term 1 Through the Ages	Term 2 Through the Ages	Term 3 Rocks, Relics and Rumbles	Term 4 Rocks, Relics and Rumbles	Term 5 Emperors and Empires	Term 6 Emperors and Empires
English	Stone Age Boy	The Iron Man	The Firework Maker's Daughter	Pebble in my Pocket	Escape from Pompeii	The Leopard in the Golden Cage
	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>Diary Entry</li> <li>Setting Description</li> <li>Instructions</li> <li>Narrative</li> <li>Writing in Role</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>Recount</li> <li>Instructions</li> <li>Diary</li> <li>Apology letter</li> <li>Menu</li> <li>Newspaper report</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>Narrative writing</li> <li>Character profiles</li> <li>Descriptive Writing</li> <li>Persuasive letter</li> <li>Story Mapping</li> <li>Missing Chapter Narrative</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>Poetry</li> <li>Descriptive Writing</li> <li>Story Mapping</li> <li>Drama</li> <li>Writing in role</li> <li>Explanation Writing</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>Recount</li> <li>Role on the Wall</li> <li>Diary</li> <li>Conscience Alley</li> <li>Persuasive Letter</li> <li>Poetry - Kennings</li> <li>Narrative</li> </ul>	<b>Writing Outcomes</b> <ul style="list-style-type: none"> <li>Persuasive writing</li> <li>Comic strip</li> <li>Diary entry</li> <li>Letter</li> <li>Recount</li> <li>Narrative</li> </ul>
Guided Reading	Oliver & the Seawigs	The Wild Robot		The Boy Who Grew Dragons	Jelly Boots Smelly Boots	
Maths	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction	<b>Number:</b> Multiplication and Division A	<b>Number:</b> Multiplication and Division B <b>Measurement:</b> Length and Perimeter	<b>Number:</b> Fractions A <b>Measurement:</b> Mass and Capacity	<b>Number:</b> Fractions B <b>Measurement:</b> Money and Time	<b>Geometry:</b> Properties of Shape <b>Measurement:</b> Statistics



<p>Science</p>	<p><b>Animal Nutrition and the Skeletal System</b></p> <p>This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeletons.</p> 	<p><b>Forces and Magnets</b></p> <p>This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials.</p> 	<p><b>Plant Nutrition and Reproduction</b></p> <p>This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.</p> 	<p><b>Light and Shadows</b></p> <p>This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.</p> 
<p>Geography</p>	<p><b>One Planet, Our World</b></p> <p>Geography Skills:</p> <ul style="list-style-type: none"> <li>• Locating Countries</li> <li>• Compass Points</li> <li>• Climate zones</li> <li>• <u>Uk</u> Human and Physical Features</li> <li>• UK Counties</li> <li>• UK Cities</li> </ul> 	<p><b>Rocks, <u>Relics</u> and Rumbles</b></p> <p>This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, <u>tectonic</u> and sea level changes.</p> 	<p><b>Our Planet, Our World</b></p> <p>This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones.</p> 	

History	<b>Through the Ages</b> This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, <u>invention</u> and technological advancement.				<b>Emperors and Empires</b> This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.	
R.E.	<b>L2.7 What does it mean to be a Christian in Britain today?</b> Pupils will learn about what Christians do at home, in church and in the wider community and why these things are important to them.	<b>L2.7 What does it mean to be a Christian in Britain today?</b> Pupils will learn about what Christians do at home, in church and in the wider community and why these things are important to them.	<b>L2.1 What do people believe about God?</b> Discuss and describe some of the ways in which Christians, Hindus and Muslims describe God.	<b>L2.5 Festivals</b> To learn about different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Pesach in Judaism and Eid ul Fitr in Islam	<b>L2.4 Why do people pray?</b> To describe how different people pray and make connections between what people believe about prayer and what they do when they pray.	<b>L2.2 Why is the Bible important?</b> To explore questions about what the Bible says and how the bible is used and valued in Christian communities today. They will explore which stories are special and why and what can we learn from sacred books?



## Through the Ages History



## Emperors and Empires History

<p>D.T.</p>	<p><b>Cook Well, Eat Well</b> This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.</p>		<p><b>Making it Move</b> This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p> 		<p><b>Greenhouse</b> This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.</p>	
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<p>Art</p> 	<p><b>Contrast and Complement</b> This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>	<p><b>Prehistoric Pots</b> This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p> 		<p><b>Ammonite</b> This project teaches children about artistic techniques used in sketching, printmaking and sculpture.</p> 		<p><b>Mosaic Masters</b> This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.</p> 
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Music	Listening, <u>singing</u> and playing instruments based on an R&B song.	Nativity and Christmas singing – unison and parts.	Reggae Music, singing and playing instrumental parts.	Rhythmic Patterns played on percussion instruments	Features of Disco Music, <u>improvisation</u> and composition.	Reflect, Rewind and Replay.
P.E.	Netball / Gymnastics	Football / Dance	Hockey / Gymnastics	Tennis / Dance	Athletics / Tri-Golf	Swimming / Lacrosse
MFL	Je me Presente – introducing yourself, <u>numbers</u> and colours	Les Fruits – identifying different fruits J'aime.../Je n'aime pas...	Les Animaux – identifying ten different animals Je <u>suis</u> .....	Les Instruments- identifying instruments. Je <u>joue</u> .....	Les Legumes – identifying vegetables Je <u>voudrais</u> .....	Le Petit Chaperon Rouge-story in French. Elle s'appelle/Il s'appelle.... Le Corps – parts of the body. Je suis/ J'ai ....
Computing	We Are Programmers	We Are Bug Fixers	We Are Presenters	We Are Who We Are	We Are Communicators	We Are Opinion Pollsters
PSHE	<b>Being Me</b> 1. Getting to know each other 2. Our nightmare school 3. Our dream school 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter	<b>Celebrating Difference</b> 1. Families 2. Family conflict 3. Witness and feelings 4. Witness and solutions 5. Words that harm 6. Celebrating difference: compliments	<b>Dreams and Goals</b> 1. Dreams and goals 2. My dreams and ambitions 3. A new challenge 4. Our new challenge 5. Overcoming obstacles 6. Celebrating my learning	<b>Healthy Me</b> 1. Being fit and healthy 2. Being fit and healthy 3. What do I know about drugs? 4. Being safe 5. Safe or unsafe 6. My amazing body	<b>Relationships</b> 1. Family roles and responsibilities 2. Friendship 3. Keeping myself safe online 4. Being a global citizen 1 5. Being a global citizen 2 6. Celebrating my web of relationships	<b>Changing Me</b> 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead

	8.30am	9am	9.20am		10.30am-11.55am		1p-3p	1.15pm	2.10pm	
<b>Monday</b>	<i>Morning Jobs - Spelling Practice, timetables, handwriting</i>	Y3 Assembly	<b>Maths 9.20-10</b>	<i>Snack and Break</i>	<b>PE (10.15am - outside)</b>	<b>English (10.15am)</b>	<i>Lunch @ 12pm</i>	<b>Guided Reading</b>	<b>History</b>	<i>Home time @ 3.10pm</i>
<b>Tuesday</b>		Phase Assembly (Year 3 and 4)	<b>Maths 9.20-10.10</b>		<b>English (11am)</b>	<b>PE (11am outside)</b>		<b>Geography</b>	<b>Computing</b>	
<b>Wednesday</b>		Class Assembly	<b>Maths 9.20-10.10</b>		<b>RWI/ Spelling</b>	<b>English</b>		<b>PE (Bevan)</b>	<b>Art</b>	
<b>Thursday</b>		Singing Assembly	<b>Maths 9.20-10.10</b>		<b>Guided Reading</b>	<b>SPaG</b>		<b>Art</b>	<b>PE (Bevan)</b>	
<b>Friday</b>		KS2 Assembly	<b>Maths 9.20-10.10</b>		<b>Spellings</b>	<b>French</b>		<b>RE</b>	<b>Music</b>	
								<b>Science</b>	<b>Break/ Golden Time</b>	<b>Weekly celebration and consolidation</b>

# Assessment

## NFERs

The children take part in NFER Maths and Reading papers which take place three times per year.

These tests monitor your child's progress and inform our planning and lesson teaching.

# Who to contact

**For general enquiries and admissions please email:**

[admin@headcorn.kent.sch.uk](mailto:admin@headcorn.kent.sch.uk)

**To contact a member of our Senior Leadership Team or for confidential matters please email:**

[slt@headcorn.kent.sch.uk](mailto:slt@headcorn.kent.sch.uk)

**To contact a member of our Inclusion Team please email:**

[inclusion@headcorn.kent.sch.uk](mailto:inclusion@headcorn.kent.sch.uk)

Please do not write messages to the teacher in the Home Learning Book. Please email admin if possible or send a note.

**Thank you**