



September 2015

Dear parent/carer

We would like to welcome all our new pupils, and their families, to our school.

The Year 3 teachers are Miss Gower (3TG), Miss Griffin (3HG) and Mr Donald (3RD).

Starting off as we intend to continue, we will be working very hard and expecting great things from our pupils. High standards are set in all areas especially behaviour, academic work and appearance, with consideration for others being a key element in our Church of England School. Children who encounter difficulties coping with any aspect of school life are sensitively helped in a variety of positive ways. We want every child to develop and maintain a high self-esteem. School uniform is an important aspect of gaining this sense of pride and we do ask parents to ensure that all pupils are correctly attired for school.

Over the next half term, Year 3 will be studying Thomas Coram and the school's connection to him. The pupils will also be following a unit of work, 'Local Communities'. The unit after half term will be 'What's on the Menu?' During these topics we will be focusing on Design and Technology, Geography and History.

In Geography, we'll be finding out:

- Where our food comes from
- How food travels to the shop or supermarket
- About different types of farming
- What happens on a local farm
- How to use an Atlas and maps
- Our location and relation to the rest of the world
- Comparing different settlements

In History, we'll be finding out:

- What life was like in the 17th Century and compare it to life now
- How, why and when Thomas Coram set up the Foundling Hospital
- What life was like for children in the Foundling Hospital
- How the school is connected to Thomas Coram
- How farming has changed over time

In Technology, we'll be:

- Designing, creating, and evaluating our own sandwiches

We'll also be finding out:

- What life was like in the Foundling Hospital by experiencing a day as a foundling
- More information about the Foundling Hospital by taking a trip to the Foundling Museum and a visit from an adult who was a Foundling and was looked after at the Foundling Hospital



Children will be reading, researching, writing, illustrating and working on their own and in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you.

If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of these topics please take it, but your enthusiasm and interest is most important.

By the end of the units, we hope your child will have achieved all of the learning targets. We hope they will have had an enjoyable time in the classroom and we hope you will have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch.

If you have any other questions or queries please do not hesitate to contact us either at the beginning/end of the day, through the office or via your child's contact book.

We look forward to meeting you at our 'Meet the teacher evening' on Monday 14 September at 7pm for a brief presentation followed by an opportunity to ask questions and meet each other.

Yours sincerely

Miss Griffin (3HG)

Miss Gower (3TG)

Mr Donald (3RD)

Year 3 Curriculum Summary 2015-16

	Autumn Term			Spring Term		Summer Term	
English	Traditional tales (Fables); Plays (writing and performing a play); Recount (News/sports event); Instructions (Giving directions); Poetry (free verse and limericks); Take One Book			Traditional tales (Fairy tales); Explanations; Report; Poetry (free verse and haikus; tanka and kennings); Take One Book		Adventure stories; Persuasion (letters); Poetry (free verse and poetry appreciation); Take One Book	
Mathematics	Number: number & place value; addition & subtraction; multiplication & division; fractions. Measurement. Geometry: properties of shapes. Statistics.			Number: number & place value; addition & subtraction; multiplication & division; fractions. Measurement. Geometry: properties of shapes. Statistics.		Number: number & place value; addition & subtraction; multiplication & division; fractions. Measurement. Geometry: properties of shapes. Statistics.	
Science	Animals, including humans (Nutrition; skeletons; muscles)	Rocks		Forces & magnets		Plants	Light
Computing	We are presenters (Creating an effective presentation)	We are planners (Creating and using graphical models)		We are programmers (Programming an animation)	We are communicators (Communicating safety on the internet)	We are opinion pollsters (Collecting and analysing data)	We are adventurers (Using a simulator to solving problems)
Religious Education	The Bible; Harvest	Muslim family life	Patriarchs; Christmas	The Pillars of Islam	Jesus the healer; Holy Week & Easter	Rules & love	The Church & the Church's Year
Topic	Thomas Coram	Investigating our local area (Geography)	What's on the menu? (Food)	Explorers and Adventurers (Discovering The World)	Scavengers & Settlers (Early man to the Iron Age)	Time, place, earth and space (Time Zones)	Pictures, paintings and photographs (Visual Representation)
French	Me, myself and I; Singing and playing			Party time; How I look		The four friends	
PE	Multi-skills	Gymnastics		Dance	Table Tennis	Health-related exercise	Athletics
Games (Game On)	Netball	Tag Rugby		Running skills	Football	Cricket	Tennis
Music	Carnival of the Animals			Musical instrument: Ocarina		Musical Era: Classical (Painting with sound)	
Phonics/ Reading schemes	On entry to the school, pupils' spelling and reading ages are assessed. This information is used to identify pupils for our spelling and reading interventions. Guided group reading takes place throughout the week to develop pupils' reading and comprehension skills. Phonics development is also a feature in lower key stage 2 and confidence in phonics, along with other strategies, will be used to assist pupils in the development of reading and spelling skills.						