



Year 3

Curriculum Information Autumn Term 2022-23

Staff:

3H: Miss Hodgkins

kelly.hodgkins@st-teresas.merton.sch.uk

3P: Mr Presland (Geography Subject Lead)

mark.presland@st-teresas.merton.sch.uk

Miss Astbury (Student teacher)

Support Staff:

Mrs Cahill, Mrs Achkar

"Love proves itself by deeds, so how am I to show my love?" St Therese of Lisieux

PE

PE lessons for Year 3 are every Monday and Wednesday. Children will remain in their PE kit for the whole day. PE kits are only worn on the day of their PE lessons. Please ensure your child's kit is clearly named. Swimming lessons for Year 3

will take place later in the year. Details will follow in due course.

Upcoming Events & Trips

13th September – Roald Dahl day

Children will need to dress up as a character from a Roald Dahl book.

11th October - Stone Age workshop day Children will need a Stone Age costume – details will follow nearer the time.

12th October- Year 3P Class saint feast day- St Carlos Acutis

11th November- Into Film Festival Cinema Trip
(Free of charge)

Parent Consultations & Assessments

Year 3's assessment week begins **21st November 2022**. The children will be assessed on spellings, grammar, maths (arithmetic and reasoning) and reading.

P

Parent/Teacher consultation meetings – 19th October You will be invited to book a time slot for the consultation closer to the evening.

Home Learning

Children will receive homework every **Thursday**. This will consist of maths and a reading comprehension / grammar task. The maths is to be completed online through the MyMaths website and reading homework is to be completed in reading records. Homework is due in the following **Wednesday**. Children may be set half-termly projects relating to topic work. In addition, spelling homework will be set every Tuesday to be completed in spelling records and returned on Friday of the same week.

Children will be issued a reading book **once a week**. We encourage children to bring in a

book from home which can be kept in their tray. Children are expected to read each evening for up to 20 minutes with an adult, who must record this in their reading records daily. Research shows that daily reading for at least ten minutes can accelerate children's reading attainment by as much as a year.

books, fiction books and poetry. Please do not forget newspapers too – *First News* is a great children's newspaper.

Children should be practising their multiplication tables daily and should know the 2, 3, 4, 5, 6, 8 and 10 times tables by the end of Year 3. We regularly use Times Table Rockstars (TTRS) in Year 3 to practise times tables.

Key Skills

Reading, reading, READING!!! Non-fiction

Please encourage your child to practise telling the time and using money to calculate change.

Our Curriculum

At St Teresa's we have adopted a **thematic and creative approach** to our curriculum which helps children to see how subjects are both 'independent' and 'interdependent' enabling them to see 'the big picture' of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives. The particular 'theme' chosen- **Enquire (Science), Explore (Geography), and Discover (History)**, is always relevant to the children and is designed to be exciting and engaging for that particular cohort. Whilst these subjects (Science, History, Geography) are at times the main drivers, the themes are cross-curricular and other subjects are taught as part of the termly theme.

Much of this will be based on good quality texts. We will be placing much emphasis on good quality writing and the children will be writing regularly in a range of genres. Details of the units for this term can be found below.

Learning Journey

On the move!

Children will study the key texts '**Stone Age Boy**' and '**The First Drawing**' through this history-based topic during which the children will look at early settlers from the Stone Age to the Iron Age. They will begin their topic by painting with natural pigments. They will use a range of sources and artefacts, begin to form a timeline, consider how the early settlers have shaped life today and continue to explore a culmination of all three, pre-history periods during an exciting Stone Age day.

Journeys!

This geography-based topic focuses on the geographical features of the United Kingdom, including countries, cities, rivers and seas, hills, mountains and how London grew, our changing nations. We will also read 'Edward Tulane' in literacy lessons. The book tells the story of a china rabbit who is lost from its owner and travels with many different people before finally learning what it is to truly love. The children will write character descriptions, a diary entry and a letter. We will also read '**Gregory Cool**' a book about a boy who travels to Tobago to spend the summer holiday with his grandparents and has to adapt to a different culture and way of life.

Film Narratives

We also write a newspaper article and descriptive recount based around short animations about a lighthouse and mythical, marsh creature.

RE

This year we continue with our RE scheme, **Come and See** to



deepen the children's understanding of faith, please see details of units below:

Homes: In this unit we will be exploring God's dream for every family.

Promises: We will be discussing how Baptism enables people to belong to God's family in a very special way and look at promises made at Baptism.

Visitors: We will learn how Advent is a time of waiting for Jesus' coming at Christmas.

Reading

In Year 3 children should:

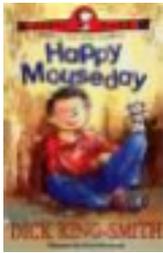
- Apply a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use dictionaries to check the meaning of words that have been read. Identify themes and conventions in a wide range of books.
- Read common exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Check that the text makes sense to the individual, discussing their understanding and explaining the meaning of words in context.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise their content.
- Retrieve and record information from non-fiction texts.

By the end of Year 3, children should be able to justify their views about books written at an age appropriate interest level. A child should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they have read, rather than on decoding individual words.

We are keen to expose children to as many good quality texts as possible. Please read with your child for 20 minutes each evening, question their understanding and record this in the reading record books provided. We recommend that children become familiar with books by Roald Dahl, our year author, and read a range of other authors.

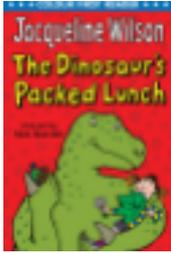
Here is a suggested reading list for children (aged 7-8 yrs) in Year 3 of Primary School more can be found on our school website. The class teachers will recommend other books to the children throughout the year.

Year 3 Book List



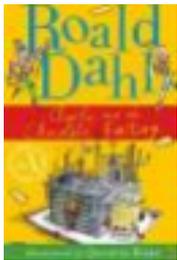
Happy Mouseday Dick King-Smith

Pete wants a pet mouse more than anything else in the world. Every Saturday – his "mouseday" - he asks his parents for one, and each time the answer is "No". But who's going to know if he secretly keeps a mouse in his tree-house?



The Dinosaur's Packed Lunch Jacqueline Wilson

On a school trip to the dinosaurs in the museum, everyone in the class has a packed lunch, everyone that is except Dinah. But then a friendly iguanodon decides to help, and soon Dinah has a very special packed lunch and a huge surprise.



Charlie and the Chocolate Factory Roald Dahl

For the first time in a decade, Willy Wonka, the reclusive and eccentric chocolate maker, is opening his doors to the public--well, five members of the public, actually. The lucky five who find a Golden Ticket in their Wonka bars will receive a private tour of the factory, given by Mr Wonka himself. For young Charlie Bucket, this is a dream come true.



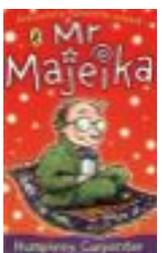
The Worst Witch series Jill Murphy

Mildred Hubble is the worst witch at Miss Cackle's Academy for Witches - she's always getting her spells wrong. But she manages to get by until she turns Ethel, the teacher's pet, into her deadly enemy.



The Dancing Bear Michael Morpurgo

High in the mountains, in a tiny village, an abandoned bear cub is adopted by a lonely orphan child. Soon they are inseparable, beloved by the whole village -- safe, until the arrival of a glamorous film crew who need a dancing bear!



Mr. Majeika series Humphrey Carpenter

As a rule, magic carpets don't turn up in schools, but this is exactly what happens when Class Three's new teacher flies in through the classroom window and lands on the floor with a bump.



Stuart Little E. B. White

Stuart Little is no ordinary mouse. Born to a family of humans he lives in New York City with his parents, his older brother George and Snowball the cat. Though he's shy and thoughtful, he's an adventurous and heroic little mouse.



The Village Dinosaur Phyllis Arkle

Jed Watkins is delighted when local quarrymen discover a dinosaur buried in their quarry. The men pull the beast out and Jed makes friends with it at once.



The Story of Football Rob Lloyd Jones

The book takes a lively and engaging look at football through the ages, from the Roman army to the modern-day premiership, including when the first matches kicked off, why the first rules developed and how rugby and American Football were born.



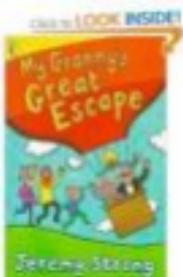
George Speaks Dick King-Smith

Here is the story of a baby who begins talking -- at the age of 4 weeks! And it's not just the occasional word: George has a large vocabulary and plenty to say. From master storyteller Dick King-Smith, this is the hilarious story of a family turned upside-down by an unusually gifted (and demanding) infant.



Flat Stanley Jeff Brown

Stanley is just a normal healthy boy, but since a large notice-board fell on him, he's been only half an inch thick.



The Great Escape Jeremy Strong

Nicholas's granny is in love with the elderly Hell's Angel from next door. Everyone thinks it's great - except for Nicholas's dad. He does everything he can to stop the romance, but Granny has a few tricks - and a few getaway vehicles - up her sleeve.



Horrid Henry Francesca Simon

Horrid Henry tries to be perfect for one day; he learns to dance, quarrels with his arch-enemy Moody Margaret and goes on holiday.

Writing

In Year 3 children should:

- Organise paragraphs around a theme in narratives, create settings, characters and plot. • Proof-read for spelling and punctuation errors.
- Express time, place and cause using conjunctions.
- Introduce inverted commas to punctuate direct speech.
- Use headings and sub-headings to aid presentation and assist the reader's understanding. • Use the present perfect form of verbs instead of the simple past e.g. 'He has gone out to play' in contrast to 'He went out to play'.

By the end of Year 3 children should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. They should understand and apply the concepts of word structure. They will begin to use cursive handwriting throughout independent writing and begin to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear. Pen licenses are new to Year 3 and are awarded when handwriting targets are consistently met. Children will also start to understand how writing can be different from speech.

Grammar and Spelling

There is an increased focus on grammar, punctuation and spelling in the Year 3 curriculum. Over the term, we will be looking at a range of spelling patterns. Please spend time with your children, exploring these spelling patterns.

Autumn 1						
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
ai/ay	ee/ea	igh	ow/oa	ge/dge	sh, su, ch	Recap
Autumn 2						
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
un prefix	dis prefix	mis prefix	re/de prefix	anti prefix	sub prefix	super prefix

Mathematics

At St Teresa's our intent is to teach maths for mastery and this year we have invested in the use of **The White Rose scheme** of work in order to deliver our curriculum. As a result, our pupils will be exposed to lessons incorporating learning through the means of concrete, pictorial and abstract methods (CPA), while reasoning and problem-solving tasks will be part of their weekly mathematical activities, set in a wide variety of contexts. Additionally, any potential 'lost

learning' that may have taken place during the recent lock downs, has been carefully factored into the scheme.

Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations. Please see expectations for Year 3 overleaf.



Science

This term we learn about two science topics:

Lights and Shadows: During this unit, children will be able to recognise that they need light in order to see things and that dark is the absence of light; they will notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect their eyes; recognise that shadows are formed when the light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows changes.

May the force be with you: During this unit, we will allow children to



investigate forces through the topic of magnets. Children will get the opportunity to complete an investigation and make their own magnet game.



The St Teresa's Growth Mindset

The St Teresa's Growth Mindset is a way of looking at learning - to encourage children to become more independent learners. At St Teresa's, we will be working with children to strengthen certain ways of working in order to help promote resilience and capacity to succeed both in school and beyond using the simple NED approach.

Never Give Up

Encourage Others

Do your Best

Children's understanding of our school core values of LOVE, TRUST, TEAMWORK and AMBITION will ensure that they

exhibit ***L.O.V.E @ St. Teresa's*** meaning "Living Our Values everyday".

Children will be rewarded for demonstrating this throughout the year through certificates, core value stickers and postcards home. Do look out for these!

What Can You Do At Home?

- Please, please, please regularly read with and to your child.
- Allow Thinking time – Ask your child to think about what a response could be to a question before they actually answer it.
- Encourage your child to try again – tell them not to give up at the first hurdle; if the question is difficult, take time and then try it again.
- Encourage your child to have a go - it doesn't matter if they get an answer wrong, what does matter is the effort they put into that answer. Mistakes are awesome as they fire neurons!



Online Safety

At home, children may have access to the web from many different devices, not just PC's and laptops. They often have tablets (e.g. iPads), mobile phones, X Boxes, PlayStation, Nintendo DS, e-Readers and other Wi-Fi-enabled devices.

Useful Websites For

Parents: Keeping Children Safe Online

<https://www.internetmatters.org/>

<https://www.thinkuknow.co.uk/>

<https://www.commonsemmedia.org/parent-concerns>

For Pupils:

Internet Safety

https://www.thinkuknow.co.uk/4_7/6-7-year-olds/

It's important to be aware of this and the best way to ensure their safety is to ensure that your

child is supervised whilst having such access. impose parental controls. At the start of every academic year each child receives Digital Citizenship lessons that teach them how to be safe online at an age appropriate level. With many of these devices they are able to access inappropriate sites & games, and may also be able to communicate with strangers online. Some devices do have the ability to

Who Can You Talk To?

You should speak to your child's class teacher in the first instance if you have any worries or concerns about any aspect of your child's education here at St. Teresa's. You are more than welcome to make an appointment to see the class teacher or KS2 phase leader (Mr Humphrey) ian.humphrey@st-teresas.merton.sch.uk through the office or email for a more formal correspondence. You can also talk to Mrs Aransiola (Associate Head teacher) vanessa.aransiola@st-teresas.merton.sch.uk
Miss Gregory (SENCO) harley.gregory@st-teresas.merton.sch.uk

