



**Be KIND**

Soyez Gentille

**Be SAFE**

Soyez Prudente

**Be READY**

Soyez Prête



# Year 3

**Guide To  
Spring Term 2  
2022**

Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a big question to get us thinking. We have listed the **main** curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question will be...

## ***What is above and below the ground?***



The key driver for this topic is **Science**.

### **Our key Science vocabulary for this topic:**

*rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, organic matter, sandstone, granite, marble, pumice, sedimentary, igneous, metamorphic, magma, lava, pressure*

**Science:** We will be looking at what is above and below the ground. We will look at identifying naturally occurring rocks and their uses. We will see what purposes rocks have and group them according to their characteristics. We will conclude this topic by looking at fossils and how they are formed. We will write an explanation describing this process.



**English:** We will be looking at writing an explanation text based on the book 'The Street beneath my feet' by Charlotte Guillain. We will include scientific vocabulary, use labelled diagrams, answer questions and use captions for pictures. We will be thinking about nouns and verbs, especially linked to our key question. We will also be exploring a non-chronological report based on 'Earth Shattering Events' by Sophie Williams. We will be focusing our report on Earthquakes and the children will use time adverbials, headings, powerful adjectives and facts to complete a fantastic report.

## **Maths:**

**Our main objectives are:**

### ***Addition and Subtraction***

- *add and subtract numbers mentally, including:*
  - *a three-digit number and 1s*
  - *a three-digit number and 10s*
  - *a three-digit number and 100s*
- *add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction*
- *estimate the answer to a calculation and use inverse operations to check answers*
- *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction*

## **Multiplication and Division**

- *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*
- *write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods*
- *solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects*

**As a school, we have invested in the ‘Times Tables Rock Stars’ and ‘Numbots’, educational, online platforms.** We would encourage children to use these platforms little and often, with your support where necessary.



Numbots is a robot-immersed game, with the aim of developing children’s understanding, recall and fluency in mental addition and subtraction. We would encourage our children in KS2 to access Numbots to consolidate their core maths skills.



Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Children are able to practice multiplication tables, and associated division facts, to develop fluency and speed in recalling multiplication facts. This will impact on later maths skills.

**Geography:** We are looking at Natural Disasters and will be exploring volcanos, tornadoes, earthquakes and tsunamis. We will explore the impact these disasters have on humans and how they are formed.

## **Art:**

In Art we will have an artist study on Albrecht Durer We will be focusing on the tone and shade that he used in his flower sketches! We will then create our own flower sketches based on his influence.



# Year 3 Information



## The team:

*Mrs Kerrison-Pierce (Chestnut Class Teacher)*

*Mr Bailey (Redwood Class Teacher)*

*Mrs Corley-Black (Learning Support Assistant)*

*Mrs Mortimer (Individual Needs Assistant)*

*Miss Eves/ Mrs Lyons (Midday meals supervisors)*

*Mrs Moynihan and Mrs Burge (PPA/ cover)*

*Mrs Galpin (Key Stage 2 Phase Leader)*

## Exciting days, trips and visitors:

World Book Day – Thursday 3<sup>rd</sup> March

Red Nose Day – Friday 18<sup>th</sup> March

## PE days:

Wednesdays - Outdoor P.E

Fridays- Outdoor P.E

*NB: We ask that your child comes to school in their PE kit on PE days.*

## Coats/snacks/drinks and equipment:

*Please ensure your child has a named waterproof coat, as we will often still go out when it is raining and remember to ensure they have a separate jumper for outdoor PE. We ask that every child has a named water bottle in school and that healthy break time snacks are put in the class box as soon as they come in, in the morning. These should be separate from their lunch.*

***Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns; our doors are always open.***

## Preview/review

*At the beginning of each half term we would also like to invite your child to reflect on previous learning and look forward to new learning.*

*Last half term your big question was*

**“Who were The Romans?”**

*What did you learn?*



*This half term our big question is*

**“What is above and below the ground?”**

*What do you already know?*

The Summerlea Seven

H ONESTY E QUALITY A SPIRATION R RESPECT R ESILIENCE R RESPONSIBILITY T RUST

# Personal Learning and Thinking Skills (PLTS)



I listen to and value the ideas and suggestions of my classmates.

I put up my hand and answer questions.

I am good at thinking logically and breaking problems into manageable chunks.

I contribute to and take part in class discussions.

I can make a persuasive but open-minded argument.

I am keen to share my work with my teacher and my class.

I take part in a range of activities in my community beyond school.

**I Am An Effective Participator**



**I Am A Creative Thinker**

I can imagine new ideas.

I can think of innovative and exciting ways to improve my work.

I question things that we often take for granted.

I can make connections and links between ideas.

I am not afraid to try out alternative ideas or do new things. I will work outside of my comfort zone and see things through.



**I Am A Reflective Learner?**

I enjoy sharing my learning with others.

I can identify ways to improve my own and other's work.

I can communicate my learning in different ways.

I can deal positively with praise, constructive criticism and set backs.

I can set positive challenges to help me achieve my goals.

I can plan a project using SMART targets, learning diaries and review points to keep me on track.

## I Am An Independent Enquirer

I can plan and carry out a research project.

I can explain the decisions I make and discuss or present their possible consequences.

I can identify questions to answer and problems to resolve.

I can analyse and evaluate information from a range of sources.

I can explore ideas from different points of view.

I can select the most relevant or valuable ideas to use in my own work.



I recognise and value the strengths of everyone in my team.

I can manage a team effectively to complete a project

I can recognise the efforts and achievements of others and praise them.

## I Am An Effective Team Worker

I can discuss things, make compromises and agree with my classmates about how best to achieve a task.

I can take on different team roles and accept responsibility for seeing them through.



I always complete my work and hand it in on time.

I can show Initiative and Perseverance. I see a task through to its end.

I can take and manage risks.

## I Am An Effective Self Manager.

I can manage my own emotions.

I can organise my time and resources I need.

I think about problems and search for solutions before asking for help.

I can prioritise what needs to be done during a task.

