

# ST John's Highbury Vale Curriculum Newsletter

## Year 3

### Spring Term 2 2022

<p><b>Mathematics</b></p> <p><b>Calculating, X and +</b></p> <ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 3x table</li> <li>- Recall and use multiplication and division facts for the 6x table.</li> <li>- Multiply two-digit numbers by one-digit numbers, using mental and progressing to formal written methods</li> </ul> <p><b>The Number System: fractions of numbers</b></p> <ul style="list-style-type: none"> <li>- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> </ul> <p><b>Geometry Angles &amp; properties of shape</b></p> <ul style="list-style-type: none"> <li>- Recognise angles as a property of shape or a description of a turn.</li> <li>- Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn</li> <li>- Identify whether angles are greater than or less than a right angle.</li> <li>- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>- Draw 2-D shapes and make 3-D shapes using modelling materials.</li> </ul> <p>SMSC Links: develop deep thinking and question the way in which the world works</p> <p><b>Some helpful websites:</b>  <b>All aspects of maths:</b> <a href="#">Prodigy</a>: <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a>  <b>For parents:</b> <a href="#">Maths At Home</a> <a href="#">The School Run</a> <b>Multiplication tables:</b> <a href="#">Top Marks</a> or <a href="#">hit the button</a>  <b>Problem solving &amp; Reasoning:</b> <a href="#">NRICH</a> <b>Games:</b> <a href="#">Cool Maths Games</a> <a href="#">Maths Playground</a></p>	<p><b>Writing</b></p> <p><b>In Spring 2, we will be using the story 'Julius Zebra' by Gary Northfield as well as different Roman myths to guide the students in their writing. We will be focusing on these curriculum outcomes:</b></p> <ul style="list-style-type: none"> <li>- exploring, interpreting and responding to illustrations</li> <li>- exploring themes and issues, and developing and sustaining ideas through discussion</li> <li>- composing writing for a wide variety of purposes</li> <li>- talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of</li> </ul> <p><b>Some helpful websites:</b>  <a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a></p> <p><b>Spelling:</b> <a href="#">Spelling Frame</a> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p> <p>SMSC Links: explore and engage with the feelings and values found in a wide range of genre.</p>	<p><b>Reading</b></p> <p>We will be using these stories to also develop the children's reading skills. We will be focusing on these curriculum outcomes:</p> <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions</li> <li>• predicting what might happen from details stated and implied</li> <li>• discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</li> <li>• participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• read a wide range of books including fairy stories, myths and legends and retell some of them to others</li> </ul> <p>SMSC Links: explore and engage with the feelings and values found in a wide range of genre.</p>			
<p><b>History</b></p> <p>Our history topic this term is, Roman Empire – How did the Romans affect life in Britain? We will be looking at Roman Britain focusing on these outcomes:</p> <ul style="list-style-type: none"> <li>• Describe what life was like for all groups of people during Roman Britain.</li> <li>• Explain how Britain changed during Roman Britain using a timeline</li> <li>• Explain key leaders that influenced Roman Britain.</li> <li>• Explain how we know about Roman Britain (e.g. artefacts, remains and historical accounts).</li> <li>• Compare the different periods of time you have studied so far (e.g. Stone Age, Bronze Age, Iron Age, Roman Britain). Explaining similarities and differences.</li> <li>• Describe the technology seen in Roman Britain.</li> <li>• Explain what the Romans brought to Britain and explain the legacy that the Romans left to the British people.</li> <li>• Describe the causes and consequences of the Roman invasion and then subsequently the causes and consequences of their return to Rome.</li> </ul> <p><b>Some helpful websites:</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j">https://www.bbc.co.uk/bitesize/topics/zqtf34j</a>  SMSC Links: develop a sense of curiosity and mystery of how and why events in the past happened and examine how other cultures have had a major impact on the development of 'British' culture.</p>	<p><b>Religious Education</b></p> <p>In our RE lessons, we will be exploring the questions 'How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference?' and 'Who is the most important person in the Easter story?' Where the children will be exploring the Easter Story and the key people such as Judas and Peter and why they are significant. The specific outcomes are:</p> <ul style="list-style-type: none"> <li>• Understand Jesus' New Commandment and the 2 greatest Commandments and begin to understand what they mean to Christians.</li> <li>• Reflect on what this could mean in their own life.</li> <li>• Understand the meaning of the core concept: Salvation</li> <li>• Understand the role Judas, Peter, the women and Mary Magdalene play in the Easter story.</li> <li>• Know what it means to betray, deny, reject those who are different.</li> <li>• Understand who might be viewed as the most important person in the Gospel accounts of Holy week and why.</li> </ul> <p><b>Some helpful websites:</b>  <a href="http://request.org.uk/">request.org.uk/</a> <a href="https://www.bbc.co.uk/bitesize/topics/ztkxp4/articles/z4t6rj6">https://www.bbc.co.uk/bitesize/topics/ztkxp4/articles/z4t6rj6</a>  SMSC Links: exploring, improving understanding of and showing respect for different faiths and cultural diversity.</p>	<p><b>Geography</b></p> <p>In Geography this term we will be learning about Volcanoes and Earthquakes. We will be looking at what causes these natural disasters as well as looking at their effects and specific case studies. The specific outcomes are:</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of volcanoes and earthquakes</li> <li>• Describe and understand physical geography, including climate zones, vegetation belts, volcanoes and earthquakes.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> </ul> <p><b>Some helpful websites:</b>  <a href="https://school-learningzone.co.uk/key_stage_two/ks2_geography/volcanoes_and_earthquakes/volcanoes_and_earthquakes.html">https://school-learningzone.co.uk/key_stage_two/ks2_geography/volcanoes_and_earthquakes/volcanoes_and_earthquakes.html</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxcy">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxcy</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39</a>  SMSC Links: think about and spend time reflecting on the amazing wonders, which occur in our natural world.</p>			
<p><b>Design and Technology</b></p> <p>Our creative activities will be linked to our topics of Romans and volcanoes and earthquakes. We will be learning about shell structures focusing on these objectives:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.</li> <li>• Select from tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</li> </ul> <p>SMSC Links: work collaboratively with cooperation and communication, linking to the values of trust and compassion.</p>	<p><b>Music</b></p> <p>This term we will be learning to play the recorder as well as developing our rhythm and appraising music with a topic 'The Dragon Song' and other traditional tunes/Folk melodies from around the world.</p> <p>Please make sure your child has their recorder on a <b>Wednesday</b> for their lesson.</p> <p>SMSC Links: support spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music.</p>	<p><b>Computing:</b></p> <p>Computing this term will be focused on branching databases.</p> <p>The key outcome will be to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Some helpful websites:</b>  <a href="https://www.bbc.co.uk/bitesize/subjects/zvnrq6f">https://www.bbc.co.uk/bitesize/subjects/zvnrq6f</a>  SMSC Links: completing of group work within lessons as well as practical tasks.</p>	<p><b>Physical Education :</b></p> <p><b>Health &amp; Fitness</b></p> <p>We will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness, speed, stamina, strength, coordination, balance and agility.</p> <p><b>Swimming</b></p> <p>A two-week intensive course to introduce specific swimming strokes on front and on back. We will learn how to travel, float and submerge with increasing confidence.</p> <p><b>Tag Rugby</b></p> <p>earn to keep possession of the ball using attacking skills. We will play uneven and then even sided games, developing strategies and social skills to self-manage games.</p> <p>Our PE days are <b>Monday and Tuesday</b>.  <b>Some helpful websites:</b>  <a href="https://www.youtube.com/playlist?list=PLyCLOpd4VxBu6-kVsU0ULG8i3Wr88uRY">Joe Wicks Workouts - https://www.youtube.com/playlist?list=PLyCLOpd4VxBu6-kVsU0ULG8i3Wr88uRY</a>  <a href="#">Cosmic Kids Yoga</a></p> <p>SMSC Links: show compassion when assessing the work of others.</p>	<p><b>French:</b></p> <p>We will continue their French lessons by learning about:</p> <ul style="list-style-type: none"> <li>• Months</li> <li>• Party Invitations</li> <li>• Party Games</li> </ul>	<p><b>PSHE –</b></p> <p>Our PSHE topic this term is Healthy me. We will be looking at how to keep our bodies and minds healthy focusing on these outcomes:</p> <ul style="list-style-type: none"> <li>• Understanding how diet and exercise affects my body</li> <li>• Making healthy choices about what you eat and put into your body</li> <li>• Knowledge and attitudes towards drugs</li> <li>• Identifying strategies, things, people and places that keep you safe</li> <li>• Identifying safe and unsafe situations</li> <li>• Understanding how complex the human body is and what you can do to take care of it.</li> </ul>