

# Year 3: Dolphins

## Term 1: Autumn

RESPECT

INDEPENDENCE

CONFIDENCE

CREATIVITY

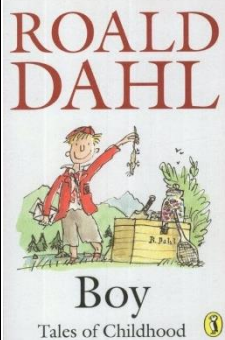
Dear Parents and Carers,

We hope you all had a lovely summer break. We have had a great first week in Dolphins class and all of the children have settled in really well. The children have been adapting to working in the new key stage and to some different schemes of learning.

I am very much looking forward to what the year has to bring!

Many Thanks,

Miss Trippett and the Year 3 team.



### English: Writing

#### Story Retelling, Autobiographies and Diary Entries.

This term, we will be reading *The Storm Whale* by Benji Davis, *Boy: Tales of Childhood* by Roald Dahl and *The Mousehole Cat* by Antonia Barber. We will give purpose to our writing and discuss who our audience will be. To create the finished pieces, we will immerse ourselves in the genre, look at key features of given examples, expand our vocabulary, plan, share and draft our ideas and then evaluate and edit our work.

### English: Reading

#### Destination Reader

This year, we are starting a new scheme for Guided Reading. This new scheme teaches children the learning behaviours of reading, focusing on supporting and listening to others, discussing and explaining ideas, and taking responsibility for our own/ our group's learning.

### Maths

#### Place Value

In this unit, children will be introduced to 3 digit numbers. They will learn to partition numbers to 1,000, use number lines, represent numbers with manipulatives and pictorial representations, compare and order numbers and will count in 50s.

#### Addition and Subtraction

This unit will teach children to add and subtract 1s, 10s and 100s. They will learn to add and subtract across 10s and 100s, and will start to use inverse operations to check their answers.

### Science

#### Animals: Movement and Nutrition

In this unit, we will learn about the role of the skeleton in humans and animals, identify the main bones in our bodies, explain how muscles are used for movement, explain how food is an essential source of energy, identify the main nutrient groups and explain what makes a balanced diet. We will be working scientifically by gathering and comparing data, using secondary

### History

#### British History: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

In this unit, we will learn about prehistory, and what AD and BC means. We will look at artefacts to investigate Amesbury Archer's life, and we will be able to explain why bronze was better than stone and how it transformed farming. Children will be able to identify changes/continuities between the Neolithic and Iron Age periods. This

### Religious Education (RE)

#### What is it like for someone to follow God?

We will learn about the Old Testament and the story of Noah. We will spend time looking at several texts that share stories from the Old Testament. We will learn about the story of Abram/Abraham and the covenant that he made with God. We will consider why following God might sometimes feel hard for believers.

<p>sources for research and group based on similarities.</p>	<p>will help them decide which period they would prefer to live and will be able to explain why.</p> <p>We will learn about the Old Testament and the story of Noah. We will spend time looking at several texts that share stories from the Old Testament. We will learn about the story of Abram/Abraham and the covenant that he made with God. We will consider why following God might sometimes feel hard for believers.</p>	
<b>French</b>	<b>Art and Design</b>	<b>Design and Technology</b>
<p><b>French Greetings</b> Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.</p>	<p><b>Painting and Mixed Media: Prehistoric Painting</b> Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p>	<p><b>Cooking and Nutrition: Eating Seasonally</b> Children will learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p>
<b>Physical Education (PE)</b>	<b>Music</b>	<b>Personal, Social and Health Education (PSHE)</b>
<p><b>Invasion Games</b> This will be led by Elite. Children will be practising the essential skills required for invasion games such as safe tackling, passing and receiving.</p>	<p><b>Traditional Instruments and Improvisations (Theme: India)</b> Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>	<p><b>Being Me in My World</b> Children will discuss how to help others and make others feel welcome, how to make our school a better place, how to work with others and will create a learning charter.</p>
<b>Computing</b>		
<p><b>Computing systems and networks- Connecting Computers</b> In this unit, children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will start by comparing digital and non-digital devices before introducing them to computer networks that include network infrastructure devices like routers and switches.</p>		
<p><b>Reminders:</b> PE is on Tuesdays. Spelling Shed activities are set on a Friday and will be based on spelling patterns which have been taught that week. Children are expected to practice their times tables regularly at home which can be done using Times Tables Rock Stars.</p>		

Children should be reading every day at home (this should be logged in their reading record book). When the children finish their reading books, they will complete a short quiz to assess their understanding. If they score less than 60%, we encourage them to take the book home to reread to deepen their understanding. Please talk about the book with the children and ask them questions about what they have read. Any questions, please don't hesitate to ask.

**Dates for your diary:**

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