

# Sedlescombe Church of England Primary School

## Topic Overview Year 3 - Term 1

# Predator



### TRIPS AND EVENTS

- Monday 6th September—Wow Starter: Zoom Zoolab
- Harvest Festival—Thursday 7th October
- Thursday 14th October—Port Lympne School Trip
- Owl Pellet Dissection and Investigation

### RELIGIOUS EDUCATION

In RE, the children will be using the following enquiry question to learn about the world around them:

**What do Christians learn from the creation story?**

In Term 2, the children will ask the question:

**Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?**

### RELATIONSHIP, SEX & HEALTH EDUCATION

In our RSHE lessons, we will be following the Jigsaw unit of learning.

In Terms 1 and 2, the children think about how they can make an impact on the world through their actions and how to celebrate differences, acknowledging we are all special and unique in our own ways.

### P.E. LESSONS

- PE lessons are on a Monday and Friday but PE kits should be in school every day & taken home regularly to be washed.
- Jewellery and watches MUST be removed. If your child has pierced ears, they will need a small pot to put them in.
- Long hair should be tied back for school, but MUST be tied back for P.E. A spare hair band is useful.

### THE BIG IDEA

It's time to take a walk on the wild side! Find out who's coming to visit. Is it a bug-munching lizard or an eagle-eyed bird of prey? Whatever it is, do you think you can handle it? Learn about creepy crocs and amazing alligators, the deadly assassin bug and the voracious Venus flytrap. Be inspired to write an informative leaflet all about your favourite predator and compose a poem about a predator or its prey. Then use what you know about the best of the beasts to create the ultimate predator; the apex of the food chain. Cross your dad with a peregrine falcon or your nan with a great white shark! What incredible species can you imagine? Feeling peckish? Let's jump aboard the food chain!

### In Science we will be learning to:

- Work scientifically by making systematic and careful observations, classifying data and drawing labelled diagrams
- Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers
- Investigate the way in which water is transported within plants
- Identify the requirements of plants for life and growth and how they vary from plant to plant
- Explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Compare and contrast the diets of different animals and group according to what they eat

**Our Key Investigation will be: How are mould fossils formed?**

**In Design Technology we will be creating a bird of prey handler bag. We will be:**

- Learning that products are designed for different purposes and different users
- Evaluating products and identifying criteria that can be used for our own designs
- Learning how to sew using a running stitch and including decorative techniques
- Designing, making and evaluating our own product, ensuring that it has a purpose and appropriate design criteria

**In Music we will be focussing our learning around the song: Let your Spirit Fly by Joanna Mangona which is a R&B song for children. We will be:**

- Listening to and appraising R&B songs from around the world
- Learning about the story behind the song and discussing the messages
- Learning to sing the song in different parts
- Devising an instrumental accompaniment to the chorus and playing different musical instruments

**In PE we will be learning to:**

- Play competitive games and to apply the basic principles of attacking and defending within games
- Develop netball techniques such as passing, shooting and pivoting
- Develop cricket techniques such as bowling, batting and fielding (taught by a specialist teacher)

**In Geography we will be learning to:**

- Use the eight points of a compass and directional language

**In Computing we will be learning:**

- To use technology safely, respectfully and responsibly
- To create algorithms to code and debug

**In French we will be learning:**

- The greet one another and exchange names
- Discuss how we are feeling with appropriate phrases
- Listen and respond to questions as well as use songs to support our learning

## ENGLISH



### In English we will be exploring the following stories:

- Fox by Margaret Wild
- An Emotional Menagerie: Feelings from A to Z.
- Into the Forest by Anthony Browne
- The Spider and the Fly by Tony DiTerlizzi
- How to help a hedgehog & protect a polar bear by Jess French

The children will be taking part in many different activities such as drama and role play, speaking and listening, story boarding, senses poetry, imitation and word play, writing in role and producing dialogue between two characters.

We will also be exploring many different texts within our intervention groups and when reading for pleasure.

## MATHS

### This term we will be looking at:

- Place Value: Identifying the value of a digit in a number, partitioning numbers, comparing and ordering numbers, adding 1, 10 or 100 to any given number, counting in 2s, 5s, 10s, 3s and 50s
- Addition & Subtraction: We will be working with 3 and 2 digit numbers when adding and taking away. We will explore using place value grids, number lines and formal written methods. We will also look at the inverse relationship to work out missing number problems.

## CALCULATION METHODS

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION									
<p>Column Addition</p> $245 + 84 = 329$	<p>Column Subtraction</p>	<p>Short multiplication method</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> <tr> <td colspan="3" style="text-align: center;">210 + 35 = 245</td> </tr> </table> $\begin{array}{r} 35 \\ \times 7 \\ \hline 245 \end{array}$ <p>Children must know their 2, 5, 10, 3, 4 and 8 times tables by The end of Year 3</p>	x	30	5	7	210	35	210 + 35 = 245			<p>Division using inverse times table facts</p> <p>E.g. <math>12 \div 3 = 4</math> because <math>3 \times 4 = 12</math></p>
x	30	5										
7	210	35										
210 + 35 = 245												

## CLASS ROUTINES:

### HOMEWORK:

Children's home learning will be handed out on a Friday afternoon and it should be handed back in on the following Wednesday.

- TTRS 30 minutes per week
- Spellings to be learned weekly
- Heard read at least 4 times per week

There will also be an optional homework grid with a selection of creative activities linked to the current topic which children can complete if they would like to. Please bring these into share or post on Tapestry.

The greatest support that parents/carers can give at home is: Reading collaboratively (15 minutes minimum per day), times tables practise on <https://play.ttrockstars.com/auth/school/student/45489> and individual spelling booklet practise.

### COMMUNICATION:

- Please encourage your children to speak to me if they should have any concerns. I will be available at the end of school if you wish to speak to me directly.
- In the morning Mrs Harvey or another member of the Senior Leadership Team is available on the school gate if you have a message that you would like to have passed on to me.
- If there is a matter that you need to discuss with me in more detail please make an appointment to discuss this. This can be done by speaking to me at the end of the day to make an appointment or by speaking to Mrs. Hardes in the School Office.