

Sedlescombe Church of England Primary School

Topic Overview Year 3 - Term 6

Flow



TRIPS AND EVENTS

- Science Investigation: What is soil?
Design Technology: Shell Structures
Thursday 14th July—Rye Harbour
Nature Reserve School Trip

RELIGIOUS EDUCATION

In RE, the children will be exploring the following enquiry question: Would visiting the River Ganges be special to non-Hindus?

By exploring this question, children will be finding out the importance of water, the story of the River Ganges and the significance for residents and pilgrims.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

In our PSHEE lessons, we will be following the Jigsaw unit of learning. During Term 6, the children will learn that boys and girls' bodies need to change as they grow up.

P.E. LESSONS

- PE lessons are on a Wednesday and Friday but PE kits should be in school every day & taken home Friday to be washed. Swimming kit on a Wednesday.
- 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

From humble beginnings, the river flows down the mountain and into the sea. Pull on your wellies and wade right in. How deep does it go and how fast does it travel? What soil types can you find by the river? Which animals make their homes there? Let's get down to the river bank and find out.

Now hop on an imaginary boat and travel some of the world's most majestic rivers – the Ganges, the Thames, the Amazon and Nile – and keep a journal as you follow their course.

Time to investigate. As part of the local news team, it's your task to track down the source of some mystery pollution. Where did it come from and who is to blame? Let's meander through the world of rivers, taking a dip into their watery world.

In Science we will be finding out about:

- The Water Cycle and the different processes: Evaporation, Condensation, Precipitation and Collection
- The formation of a river, where it begins and where it ends
- Aquatic plants, where they will compare them and find out what they need to survive
- Soil: Children will take part in an investigation titled, 'What is soil?'

In Design Technology we will be:

- Learning about shell structures through investigation, analysis, focused design tasks.
- Designing and making our own shell structure with a specific user and purpose in mind

In Music we will be:

- Learning to appraise, sing and perform songs
- Learning how to sing different songs in different styles
- Playing simple songs using the glockenspiels
- Creating sequences of sounds and vocals and record them using notes or pictures when we create our own steel band

In Geography we will:

- Gather evidence to answer a geographical question or enquiry
- Label the different features of rivers
- Explore different rivers and their countries of origin
- Conduct research on river dolphins
- Explore land use and services associated with rivers

In Computing we will be:

- Learning to create an informative PowerPoint
- Including animations, sound, pictures and text within our PowerPoint
- Hyperlinking appropriate websites to our slides

In History we will:

- Explore and research the big question: Why have people historically settled by rivers?
- Gather and analyse information using a range of historical sources and present our findings

ENGLISH



In English this term we will be using these four texts to explore the theme of water and rivers.

We will begin with *The Rhythm of the Rain* where children will complete a comic strip of the journey of the raindrop, focusing primarily on the use of direct speech. After that, we will be writing a non-fiction leaflet on *The Water Cycle* and the features of a river.

Pattan's Pumpkin and Flood will be our main stimuli for fictional based writing around flooding. The children will aim to write in role as well as writing a short narrative using the wordless picture book, *Flood*.

Finally, the children will create river poetry using *A River* which will also link to their art work on Claude Monet,

MATHS

This term we will be looking at:

- Fractions: exploring non-unit fractions; adding and subtracting fractions within 1 whole
- Shape: Properties of 2D and 3D shapes; properties of acute, obtuse and right angles
- Time: Telling the time on an analogue clock, a 24 hour digital clock and exploring time intervals

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: 10px;"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> $210 + 35 = 245$ $\begin{array}{r} 35 \\ \times 7 \\ \hline 245 \end{array}$ <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	<p>Division using inverse times table facts</p> <p>E.g. $12 \div 3 = 4$ because $3 \times 4 = 12$</p>
x	30	5							
7	210	35							

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. Home learning is alternated weekly:

- Week 1: Maths CGP Book & Spelling
- Week 2: English CGP Book & Times tables

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

Children will also have the chance to play Home Learning Monopoly if they hand their home learning in on time and read 4 times a week (signed by an adult in their Reading Record).

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 with me. 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.