

Gods and Mortals



TRIPS AND EVENTS

- Friday 11th November—Children in Need Countryfile Ramble Y3 and Y4
- Thursday 17th November—Year 3 Immersive Ancient Greek Day
- Friday 9th December—PTA Christmas Movie Night
- Thursday 15th December—Christmas Dinner & Jumper Day

RELIGIOUS EDUCATION

In RE, the children will be exploring the following enquiry question to learn about how to live our Christian values and how to follow in Jesus' footsteps:

What kind of world did Jesus want?

We will explore different Gospel stories (in particular: The Fisher of Men) and think about what Christians do today to ensure they are following in Jesus' footsteps.

RELATIONSHIP, SEX and HEALTH EDUCATION

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

In Term 2, the children will be exploring the unit 'Celebrating Differences.' The children will look at different families, explore the differences and identify ways to manage conflict. As well as this, they will be learning about bullying and how their actions can hurt and harm others.

P.E. LESSONS

- PE lessons are on a Wednesday 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

Across the term, children will be discussing, researching and exploring the enquiry question: **What was life like in Ancient Greece for the everyday citizen?**

Mythical creatures, all-powerful Gods & Goddesses, fierce and legendary fighters—what historical evidence can we find and what deductions can we make about life for the everyday Ancient Greek?

Exploring and labelling ancient and modern maps, listening to and acting out famous myths, battles and war formations and building a timeline of chronological events, children will have lots to keep them busy!

In Science we will be exploring the key question: Why did Icarus fall from the sky? We will be:

- Working scientifically by making systematic and careful observations, classifying data and drawing labelled diagrams
- Making predictions, analysing results, using scientific vocabulary and writing conclusions
- Investigating light and dark (shadows, sun protection etc.)

In Design & Technology, we will be creating 'Bendy Bags'. We will be:

- Investigating, disassembling and evaluating current products
- Practising textile and embroidery techniques
- Designing, making and evaluating a 'bendy bag' that has a specific purpose and audience

In Music we will continue to focus our learning around The Dragon Song by Joanna Mangona & Pete Readman, traditional folk tune. We will be:

- Listening to and appraising Folk Tunes from around the world
- Learning about the story behind the song and discussing the messages of kindness and respect within the song
- Learning to sing The Dragon Song in different parts
- Devising an instrumental accompaniment to the chorus and playing different musical instruments

In PE we will be:

- Playing competitive games and applying the basic principles of attacking and defending within games
- Developing hockey techniques such as dribbling, passing, shooting and defending
- Being taught Cricket by a Specialist Teacher

In Geography we will be learning to:

- Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied

In History we will be:

- Describing the achievements and influence of the Ancient Greeks on the wider world
- Making choices about the best ways to present historical accounts and information
- Explaining the cause and effect of a significant historical event

In Computing we will be learning to:

- Use spreadsheets to input data into a table to create bar graphs, explore and use the 'more than', 'less than' and 'equal to' tool and use the programme 2calculate

In French we will be learning to:

- Say and write numbers 0—10
- Ask someone how old they are and respond appropriately
- Listen and respond to questions as well as use songs to support our learning

ENGLISH



In English we will be exploring the following rich texts:

- Greek Myths 1 (Theseus and the Minotaur)
- The Secret Lives of Dragons
- The Secret Lives of Unicorns
- Mythopedia: An Encyclopedia of Beasts

The children will be writing a persuasive text on whether the Minotaur was a dangerous beast or a misunderstood creature. They will explore, 'The Secret Lives of Dragons' and write a letter to a class that wishes to find out more about such creatures. When using 'The Secret Lives of Unicorns', the children will write an information leaflet about these mythological creatures. Finally, they will use the 'Mythopedia' to research and create a non-chronological report on a mythical beast of their choice.

MATHS

This term we will be looking at:

- **Place Value:** Continuing to secure our understanding of place value up to 9999. Children will be looking at tenths as well as comparing and ordering numbers, money, length and mass.
- **Addition & Subtraction:** We will be exploring different mental methods of calculation as well as written formal methods (columnar addition and columnar subtraction)

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> </table> $210 + 35 = 245$ <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 Thursday afternoon and it should be handed back in on the following Wednesday.

- TTRS 30 minutes per week (some children would benefit from regular Numbots practice too)
- 8 Spellings to be learned weekly (see tapestry and spelling shed)
- 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 telephoning the school office to make a telephone appointment.