## Home learning

The children are expected to read at least five times a week for a minimum of 15 minutes. We encourage parents to ask questions to check their child understands and can explain their thinking.

There will also be one to two pieces of curriculum based work either on My Maths or Rollama. These should be completed by pupils within a 45 minute time frame.

The children will also bring up to 10 words home for spelling homework. These should be learnt using the look/cover/write/check method.

Work will be set on a Thursday and should be returned by the following Tuesday. Spellings will be tested on the following Thursday. Please also use the websites listed to help your child consolidate their learning

# Autumn Term in Year 3

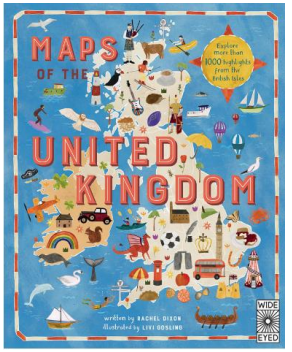
Welcome to Year 3. During this term, the children will be focusing on settling into junior school, gaining a sense of belonging and completing tasks all about the local area. I hope that the following information is useful in helping you support your child at home with their learning.

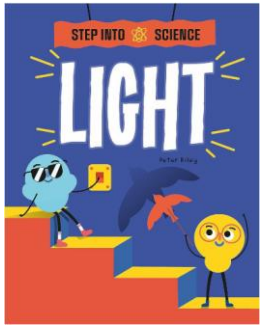
# Our Local Area

## Key Dates:

PE will take place on Tuesdays and Wednesdays.
Parent Information Evening – 10th September
Around the World Week – WC 28th September
Butser trip – Spring 2 – Date TBC
Roman Day – Summer 1 – Date TBC

## Useful websites & Books




### Websites

Look for Basingstoke and Kempshott
https://earth.google.com/web/?hl=en-GB

Maps
https://www.bbc.co.uk/bitesize/topics/zvd3jfr/articles/z4h6trd

https://www.bbc.co.uk/bitesize/topics/zvd3jfr/articles/ztwfydm#zy6psk7

Science – Light
https://www.bbc.co.uk/bitesize/topics/zmnqfdm

# Maths:

This term we will be revising year 2 work to ensure children have a secure understanding of key areas of Maths.

**The following topics are coming up this term:**

- Number and Place Value
- Addition and Subtraction
- Measurement
- Fractions and geometry

We will be:

- Counting in multiples of 10 and 3.
- Recognising the place value of each digit in a two-digit number.
- Identifying and representing two-digit numbers.
- Reading and writing numbers up to 100 in numerals and in words.

- Measuring and comparing lengths, masses and volumes
- Adding and subtracting lengths, masses and volumes.

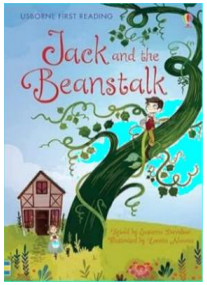
- Recalling and using multiplication and division facts for the 2, 5 and 10 times tables
- Representing repeated addition as multiplication using arrays.
- Recognising that division is the inverse of multiplication.

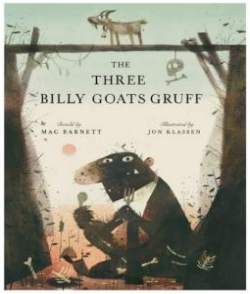
- Recognising, finding, naming and writing fractions of a shape, set of objects or quantity, length. We will be focusing of these fractions; $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{10}$.

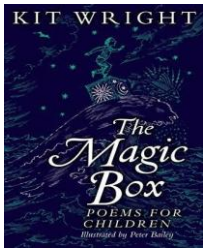
# English Writing

In Writing we shall be looking at a range of written texts and our own experiences to write for a range of purposes, including:

- Retelling a story with a focus on setting description
- Poetry
- Character description
- Animal Fact files







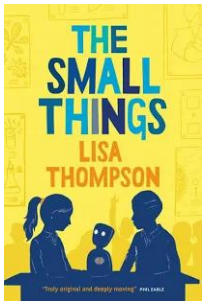
We will practise core skills including handwriting and spelling as well as developing our use of:

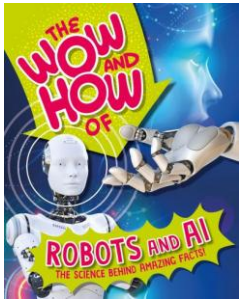
* Simple sentences

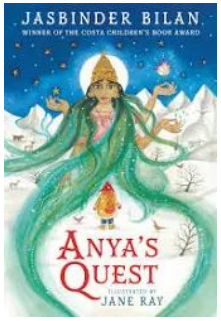
- Noun Phrases
- Key punctuation – capital letters and full stops

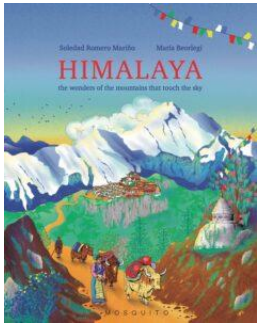
NB – We ask parents not to read this books/watch the clips before hand.

# English Reading




This term we shall be reading a range of fiction and non-fiction texts.

We will begin to develop our skills of:

* Understanding word meaning

- Retrieval
- Fluency

Please see the planner for a range of questions you can ask at home to support with reading.

A range of recommended reads can also be found on the website: https://www.kempshott-jun.hants.sch.uk/page/?title=Reading&pid=100

# Science

Light

We will learn:

- There must be light for us to see.
- Light comes from a source.
- We need light to see things, even shiny things.
- If an object is transparent light will go through it and we will be able to see through it.
- If an object is opaque, it will block the light and no light will get through.
- If an object is perfectly reflective light will bounce back off it and we will see reflections of objects.
- If the material is translucent, it will allow light through, but we won't be able to see through it.

Rocks and Soills

We will learn that:

- A **rock** is a solid material made up of **minerals** forming part of the surface of the Earth
- Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface.
- Some rocks, called **ores** contain metals
- Some rocks are made of **grains** squashed together and can contain the remains of long-dead organisms, called **fossils**. This type of rock is called
- **sedimentary** rock, an example would be **limestone**, **sandstone** or **mudstone**
- Some rocks are made of **crystals** that are locked tightly together. These are called **igneous** and **metamorphic** rocks; an example of igneous rock is **granite,** and an example of metamorphic rock is **slate**





# Geography

Local Area

We will learn:

- 4 points of a compass
- Physical and human features
- Land use and changes over time
- Settlement types
- Fieldwork skills (land use map and survey)

# Our Local Area

# Music

Let Your Spirit Fly

We will learn how to:

- Listen and appraise
- Identify the piece's structure: Introduction, verse, chorus.
- Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.
- Perform and share

# RE

**Trees**

We will learn:

•To describe their own response to trees as *symbols*

•**To** describe examples of when the tree *symbol* is used/is useful

•**To** describe what the word *symbol* means

•**To** describe how the *symbol* of a tree is used in Christianity and Islam

•**To** describe the importance of the tree as a *symbol* to Christians.

Angels

We will learn:

•To describe their own responses to *angels*.

•To describe examples of how their responses to *angels* can be applied to their and others' lives.

•To describe the meaning of *angels.*

•To describe how *angels* are used in the stories of the birth of Jesus.

•To evaluate the importance of *angels* by describing their value to Christians and by identifying an issue raised.

# French

Greetings

We will learn to:

- Greetings and introducing yourself
- Game phrases.
- Using adjectives to describe size and colour of shape.

# PSHE

## Me and My Relationships

We will learn:

- Why we have rules;
- Why rules are different for different age groups, in particular for internet-based activities;
- Appropriate rules for a range of settings;
- The possible consequences of breaking the rules.
- People who they have a special relationship with.
- Strategies for maintaining a positive relationship with their special people.
- How working together in a collaborative manner can help everyone to achieve success.

## Valuing Difference

We will learn:

- Examples of respectful language;
- To give examples of how to challenge another's viewpoint, respectfully.
- There are many different types of family;
- To understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
- The benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
- To identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.
- That repeated name calling is a form of bullying.
- Explore why people have prejudiced views and understand what this is.

# DT

## Moving Monsters

We will learn;

- How objects use air to work.
- Explain how simple pneumatic system.
- Design a pneumatic system.
- Make a simple pneumatic system.

# Computing

## Animation

We will learn to:

- Animation is a sequence of drawings or photographs
- Relate animated movement with a sequence of images..
- Plan an animation
- Identify the need to work consistently and carefully.
- Review and improve an animation.
- Evaluate the impact of adding other media to an animation.

# PE

## Dance

We will learn:

- To choreograph a individual short dance using the theme of the shape 'X'
- To work with another performer and combine the dance to create a longer aesthetic piece.

## Multi-Skills

We will learn:

- Practise different types of balances.
- Work successfully as part of an independent group.
- To balance whilst throwing and catching.
- To use a racket to hit a ball with control.
- To move my feet quickly and with precision.
- Transfer objects from side to side.
- To practise throwing and catching with control.

## Gymnastics

- Travel in different ways and it be aesthetic.
- Perform different rolls in a short routine.
- To create a short routine that include balances.

## Football

- Keep control of the football in isolation and when under pressure.
- To pass the ball using my stronger foot and my weaker foot over a short distance.
- To attack and defend a player when in small games and 1 V1.

# Art

## Drawing Skills

We will learn;

- To use their observation skills to describe specific shapes, textures or patterns in objects.
- To shade with a reasonable degree of accuracy and skill following the four shading rules.
- To use mark marking to show texture and details.
- To use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- To apply shading skills to show areas of light and dark (tone).