



Meet the teachers
Miss Carroll
Mrs Oliver



We have already made a good start to our studies in Year 3!
For your information we have outlined the learning will be covered this term in Year 3.

This year we are continuing to focus on the expanding of children's vocabulary by ensuring all lessons include the teaching of subject specific words so we have included the vocabulary being discussed and taught too.

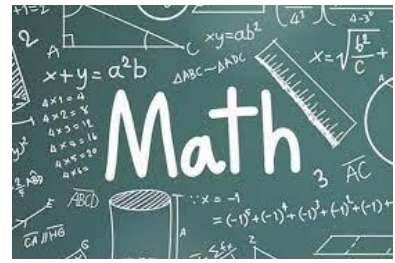
An extended list of each subjects key vocabulary is available in each Year's Autumn Subject overview on the school website.

We are also focusing on ensuring that new learning is memorable and linked to prior learning. We know that a well taught knowledge-rich education is potentially the driver for true equality for children from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them gives children confidence.

Break and Lunch Time

- Break time lasts for 15 minutes in the morning. Children are allowed to have the school's fruit or can bring in their own snack e.g. fruit, vegetables, cheese or yoghurt.
- Lunch time is an hour and the children eat first before being allowed outside. The lunch menu is on the school website and children are allowed to switch between school meals or packed lunch. (Plain rolls and jacket potatoes are available if needed)

Mathematics Objectives for Autumn Term



- Place value and re grouping, counting on and back in ones, tens and hundreds, estimation, magnitude and rounding.
- Measures- comparison, estimation and magnitude,
- Mental fluency- addition, mental fluency - subtraction, fact families and applying the inverse.
- Written addition, written subtraction.
- Problem solving- worded problems.
- Statistics- interpreting bar charts and tables.
- Angles, right angles and estimation, perpendicular and parallel lines, vertical and horizontal lines.
- 2D shapes- properties and drawing. Perimeter including problem solving using written and mental methods.

In the afternoons, we will sometimes provide additional support to either fill gaps or to pick up on misconceptions from that day's lesson.

A termly update will be sent to parents to inform you about their maths learning.

Interventions

- All children may have support or an intervention, it does not mean your child is behind in any way. It may mean a gap or misconception has been identified and is being addressed. It may even just be for a confidence boost!

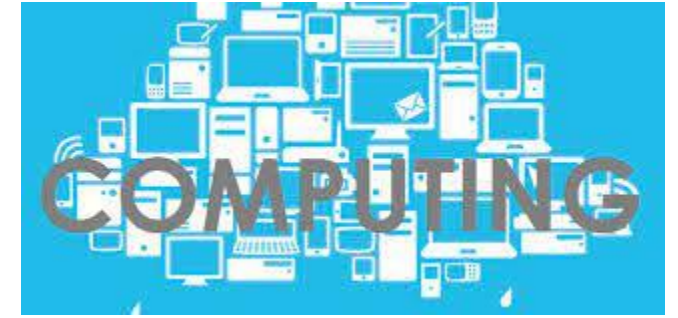


Stone Age to Iron Age (including settlements)

Children will learn about the changes in Britain from the Stone Age to the Iron Age. This includes the late Neolithic hunter-gatherers and early farmers e.g. Skara Brae, the Bronze Age religion, technology and travel e.g. Stonehenge and the Iron Age hill forts: tribal kingdoms, farming, art and culture. Place the time studied on a timeline and sequence events or artefacts. Use dates related to the passing of time.

Look at representations of the period. Communicate knowledge through discussion, making models, writing. Children will learn the four types of UK settlements (hamlet, village, town & city) and compare these to prehistoric settlements.

We have booked a school trip to Celtic Harmony for November which links closely to this topic and will be very fun and enjoyable for the children!



Online Safety

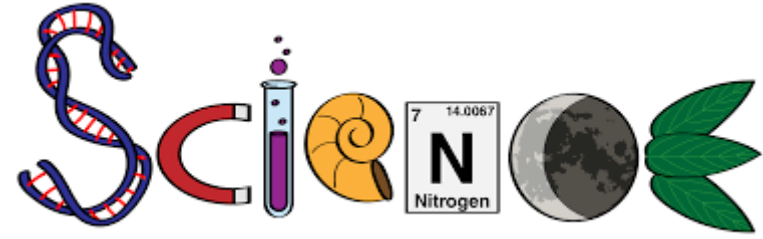
Children will learn the importance of passwords and keeping passwords safe. They will discuss how communities connect together using the internet and look at blogging as a way of connecting and communicating. They will start to understand not everything on the internet is true and they will look at and create a spoof webpage.

Coding

Children will design algorithms using flow charts, representing a physical system and code this representation. They will use selection and coding with the 'if' command. They will understand and use variables in 2code and deepen their understanding of the difference between timers and repeat commands.

Spreadsheets

Children will learn to use the symbols more than, less than and equal to, to compare values. They will use 2calculate to collect data and produce a variety of graphs. They will use the advanced mode of 2calculate to learn about cell references.



Forces and Magnets

Children will learn magnetism is an invisible force. A magnet has an invisible magnetic field around it. A compass points north towards the North Pole because it is attracted by the Earth's magnetic field. A magnet always has north and south poles. Cutting a magnet in half makes two magnets, each with two poles. Opposite ends of a magnet attract (pull together) and the same ends repel (push away). Magnets only attract certain types of metals; other materials such as glass, plastic and wood aren't attracted. Objects move differently on different surfaces due to friction. If there is more friction, it will be harder for an object to move across a surface. It will subsequently move slower. Gravity pulls objects down towards the earth. The force of gravity keeps all of the planets in orbit around the sun. Air resistance and water resistance are both types of friction.

Animals including humans

Children will learn humans cannot make their own food. Humans have different diets to animals. There are 5 main food groups - protein, milk and dairy, fruit and vegetables, starch and fats and sugar. There are 7 nutrition groups - carbohydrates, protein, fats, vitamins, minerals, fibre and water. A balanced diet means a healthy amount of each food group. Humans have skeletons and muscles for support, protection and movement. There are 3 different types of skeleton; not all animals have a skeleton and some have it on the outside of their bodies. The spine is made up of 33 bones and the smallest bone is found in our ear. Muscles make up 40% of our total body weight and the smallest muscle is found in our ear.



Pizza making

Children will study a famous chef and will be designing and making their own pizza. They will be designing packaging for the pizza too and deciding on how to appeal to their audience.

Children spend a day making their pizza from scratch, including making the dough, chopping the toppings and grating the cheese etc.



Portraits

Children will experiment with a range of different graded pencils to create different effects. Children will learn about how to draw in a portrait in proportion. Children will study colour and use watercolours to paint their portraits. Children will study Picasso and his out of proportion portraits.

Children will draw and paint a Picasso style portrait before making a 3D Picasso style portrait using cardboard and Modroc.



Beliefs and Practices

Children will learn to know Christianity and Sikhism traditions of celebrating festivals and important life events i.e. Christianity - Baptism/ Christening Sikhism - naming ceremonies. Consider why and how saints are remembered for example, St Alban. Research different ways of celebrating the same events and ceremonies of belonging. They will describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.



Gymnastics

- Children will demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards. Travel showing a range of shapes and travel demonstrating a cat leap and scissor kick. Show different rolls including a shoulder roll and a forward roll. Take weight on hands and feet consistently to transfer from a front support to a back support or side support. Join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities. Demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions. Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance.

Football and Netball

- Children will know how to use and select travelling movements in a game, therefore; change direction and speed with control and coordination, move to find space, travel with equipment keeping possession. They will know how to pass and receive in invasion games. Accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass). Demonstrate control when dribbling, passing and receiving with feet. Signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc). Pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch. Play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3).



Being me in my world

Children will understand their place in the class, school and global community as well as devising Learning Charters. They will identify positive things about themselves and set personal goals. They will be shown how to face challenges positively, make responsible choices and recognise different emotions. They will understand why rules are needed and how to make others feel valued.

Celebrating differences

Children will understand that everybody's family is different and appreciate the family that care for them. Understand differences and conflict sometimes happen in families and know how to calm themselves. They recognise that some words are used in hurtful ways. They give and receive compliments. Children look at what bullying is and discuss ways to solve conflicts.

The RSE curriculum has been sent home in preparation for the PSHE topic in Summer 2.



Bonjour

- Children will repeat modelled short phrases; listen and show understanding of short phrases through physical response. Listen to and respond to rhymes, stories and songs.

Je m'appelle Sophie

- Children will experiment with the writing of simple words. Be able to select words to complete simple sentences or phrases.
- Say or repeat a few words or phrases eg. What the weather is like, naming classroom objects.



Percussion and Digital Music

Children will learn how to find and demonstrate the pulse. Know the difference between rhythm and pulse. Know how pulse, rhythm and pitch work together to create a song. They will learn how to treat instruments carefully and with respect. To listen to and follow musical instructions from a leader. They will help to create one simple melody using 1, 3 or 5 different notes.

Last year the Year 3s learnt ukelele and recorders!

- What you can do to help:
- Regularly check your child's homework to ensure homework has been completed and handed in on time.
- Read through your child's Reading, Spelling and Maths homework with them.
- Encourage them to use Times Table Rock Stars and/ or testing them regularly at home.
- Listen to your child read each evening (or at least four times a week for twenty minutes).
- Encourage them to read as wide a range of books as possible e.g. fiction/non-fiction/poetry as well as specific books to them on their reading learning journey which they have selected from their Reading Passport/Record selection. They will be allowed to bring up to 3 books home (3Ps).
- Assist your child with research and other studies as appropriate.
- Ensure your child has appropriate named PE kit.
- When booking appointments, try and keep them for after the school day or if during the school day, please bring your child back in if appropriate.





- Your child should have his/her PE kit in school every day and outdoor sports clothing (including socks and trainers) will be needed for outdoor games sessions (Timetables occasionally need to be changed).
- It is a statutory requirement that all children must participate in PE sessions.
- If your child does not have their kit in on a P.E. day, then they will have to participate in the session in their school uniform and school shoes.
- If your child has a genuine medical reason why they cannot take part in a PE session, then a note must be provided.
- If your daughter wears tights to school, please ensure she has a pair of socks in her PE kit to wear for PE lessons.
- Please remember water bottles for every day, not just PE days, and ensure it only has water in.



Homework

Monday	Tuesday	Wednesday	Thursday	Friday
Spelling set (Google Classroom)			Reading Passport returned with at least four comments. Reading and Maths homework returned	Reading and Maths homework set. (Google Classroom) Spelling homework returned
Mrs Oliver's class P.E.		Miss Carroll's class P.E.		Both classes have P.E. separately in afternoon.

Reminders for homework set/due days are on the classroom doors ☺

Google Classroom

Children have received their log in details in their link books.

Class teachers have shown the children once how to log in and all children have joined the 'classroom'. A guide has also been sent home for parents.

We will now show you what to expect when you log into google classroom.



Children should complete as many of the homework Challenges as possible.

They should be encouraged to use the Times Tables Rock Star website to continue to build up their fluency in both multiplication and division facts. Please let us know if your child has mislaid their login details and we will provide them with their username and password. These are in their link books.

Children should read four times independently, when appropriate, and write comments about what they have read at least four times in their reading record or passport. This needs to be signed by an adult before handing in on a Thursday.



- We will continue to communicate with parents and carers through children's link books.
- Formal 10-minute Learning Review Meetings will take place in the middle of the Autumn and Spring Terms (October/November) and February). These meetings are attended by the children, parents and the class teacher. This is an opportunity to discuss progress, behaviour, social interactions and English and maths strengths and areas for development. An annual report to parents is produced in the summer term.
- As a school, we use an app called 'Marvellous Me' to communicate positive achievements with parents. Teachers send home pictures or messages to share your children's achievements and you can see them straight away on your phone.
- We have also just started providing free bagels in the morning on the playground by the Year 6 classrooms. We only started this last week so please bear with us whilst we work out a system!



If you have any questions regarding school life, including the curriculum, please write them in your child's Link Book and we will respond as soon as we can.

We appreciate your support and assistance so far in this new academic year and we are confident that you will continue to work with us to ensure that your child has a happy and successful term. You can also email the admin team and ask them to pass on their query to the class teacher.

admin@holtsmerejm.herts.sch.uk