



THEME: Worlds: Lost and Found

The world we live in is old, vast and rapidly changing. In this theme we will learn about environmental issues in different parts of the world and they contribute to global concerns.

In **Literacy**, we will be starting out by refocussing on sentence components, before moving onto creating fiction and non-fiction texts for a chosen audience. We will be using texts such as 'Bird's Eye View: The Natural world' for non-fiction report writing, Rainforest Rough Guide to stimulate diary writing and many others.

In **Maths**, children will continue working in the areas of Number Sense, Additive Reasoning, Multiplicative Reasoning and Geometric Reasoning to further their understanding. Using numbers up to 1000, they will be working to improve their skills of addition, subtraction, multiplication and division in the contexts of length, mass, volume and money. They will learn about fractions and time and solidify their knowledge of the 3, 4 and 8 times tables, as well as previously learnt number facts.

In **Science and Technology**, we will be learning about plants and animals. We will look at how plants grow and are pollinated and lifecycles. We will also explore food chains and how food choices can affect the planet.



Our **IT and Computing** work will involve creating stop motion animations with added sounds, and will later move onto using green screen to record diaries, news and weather, and other media from seemingly alternative places.

Global Learning will focus on how human activity has affected the planet, as well as our potential for changing the future.

In **Faith and Belief** (RE), the children will looking at the Hindu religion, before moving onto Christianity and the Easter story.

In **Art**, we will be investigating the use of watercolour and look at work by the artist Rousseau and will explore 3D art.

Children will begin their **Humanities** work by identifying places, environments and features on a range of maps and secondary sources. In history, we will use primary and secondary sources to obtain information about explorers of our world throughout history. We will create our own maps and charts. We will learn about how weather and climatic conditions affect crops and the lives of those who produce and consume them.

In **Physical Health and Wellbeing**, children's learning will be looking at keeping healthy and how health can be influenced by a variety of factors including food, climate, rules and the media and the availability of resources.

For **Primary Languages**, we will be learning the days of the week in French and be responding to a number of questions and commands.

In their **Music** lessons across the year, children will work towards playing music from written notation and performing in different ways.



PE lessons will include work on gymnastics and games, thinking about working safely and improving our work.



Newport
Community
School

► Year
Three

► Spring
Term 2020

Mrs. Gregory
Mr. Sherwin

If you have any questions or would like to help in school, please see the class teacher in the first instance.

IMPORTANT DAYS:

PE - Wednesday - outdoor P.E. and Friday - indoor P.E.

Reading Records - due in on Monday and out on Wednesday.

Weekly Home Learning - set on Friday and handed in on Wednesday.

Project Home Learning : Animals and Environments Under Threat!

Due in the week commencing 16th March

For your project home learning this term, we would live you to create a model which will allow you to explain information about a threatened animal of your choice. You may present your model in any way, using any materials; this is your chance to think creatively! Make sure you are prepared to explain facts about your chosen animal and the environment they live as well as the threats they may currently face.

Spoken language objective: 1) Speak audibly and fluently, maintaining the interest of the listener.

2) Discuss your understanding of the topic clearly, describing relevant points. Explain or give clear reasons to support your view.



Host
Country:
Peru

Key Questions to be investigated:

How were the land masses discovered?

How did people explore the planet throughout history?

How is each continent different?

Why is each continent different?

The curriculum newsletter informs you of the organisation of learning in your child’s class for the Spring term. This includes the Project Home Learning for you to complete with your child, along with the date that this should be handed in.

We hope you find this document a useful tool in supporting your child’s learning at home. If you have any questions, please feel free to speak to your child’s class teacher.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	<u>eight (h)/eighth</u>	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	<u>reign (h)</u>
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard(h)	perhaps	thought (phase 5)
complete	heart	popular	through (phase 5) (h)
consider	height	position	various
continue	history	possess(ion)	weight (h)
decide	imagine	possible	woman/women
describe	increase	potatoes	
different (phase 5)	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Children are expected, by the end of year 4, to confidently spell the words on this list as well as know and be able to use many rules and patterns which we learn weekly. You will notice that weekly spellings will test some of these key words but at times, we will also test these words separately to spelling rules and patterns.

Within year 3 and 4, we also focus on accurate spelling of these words within children’s writing and children are encouraged to proof read for spelling after writing.