

## How you can help at home

### Reading

Please read as much as possible with your child. Just 10 minutes a day can make a huge difference. Read anything that interests your child - please don't just read their reading book. **Reading books** will be changed when necessary.

Children in Years 3 and 4 can change their **Library** book on a **Tuesday** dinner time. Please make sure they bring it into school.

### Number Facts

This term we are working on:

$1 \times 4 = 4$	$2 \times 4 = 8$
$3 \times 4 = 12$	$4 \times 4 = 16$
$5 \times 4 = 20$	$6 \times 4 = 24$
$7 \times 4 = 28$	$8 \times 4 = 32$
$9 \times 4 = 36$	$10 \times 4 = 40$
$11 \times 4 = 44$	$12 \times 4 = 48$

*Please practise these at home as much as possible.*

### Spellings

There is a test each Friday and new spellings to be learnt are also given out on a Friday. Examples of tricky words and spelling patterns are available in the personal organiser.

### Maths

Mathematics tasks are set online each week to consolidate and extend learning. Your child can also practice their mental calculations against children around the world! Login details are in personal organisers.

### Travelling Bears

Going away somewhere special? Pick up one of the seven travelling bears and take it on holiday. Share with us where you've been and help improve the geographical knowledge of children at the school.

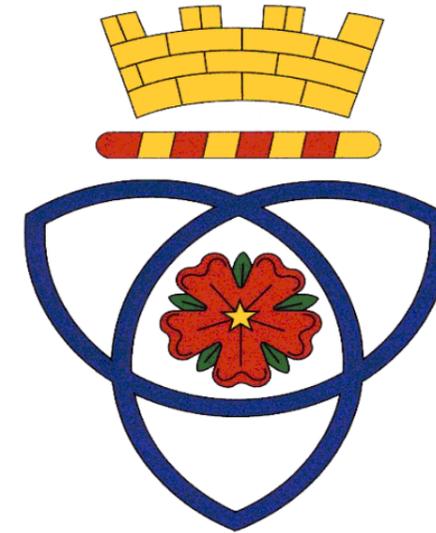
### Handwriting

Practising handwriting using the school's policy helps children develop fluent, accurate and neat handwriting. Please see the website for more information.

### Learning Log Activities

A range of activities are set each half term related to the learning taking place in the classroom. The tasks are set as consolidation and enrichment activities. Learning Logs are handed out at the beginning of each half term.

Children choose a minimum of 5 activities to complete over the half term. The learning log is to be returned to school on the final week of the term. However, teachers may ask children to bring them in at regular intervals to check progress children are making.



# Half Termly Overview

## Year 3 Autumn 2 2017

## Reminders

### Absence

Please contact the school as soon as possible to report an absence of any reason.

### School Uniform

Please ensure your child wears the correct uniform every day. Children must wear 'plain black' shoes or trainers with no other colours on them.

### PE Kit

PE kit consists of a plain white T-Shirt (with or without the school logo); Navy/Black Shorts; Dark coloured tracksuit (outdoor); Suitable footwear – pumps (indoor) /trainers (outdoor). PE kits should be stored in an appropriate bag (Such as a drawstring bag) that can be hung up in the cloakroom area. PE kit must be available every day because the day(s) your child has PE may change each week. Please keep PE kit in school and only wash at the end of each half term.

### Dinners

Now cost £2.10 per day for KS2 pupils or £10.50 per week.

### Online Payments

Payments for dinners, trips and other activities can be made online using the School Gateway. If you have any problems, please contact the office.

### Water Bottles

School water bottles are available for £1 from the school office. No other water bottle is allowed.

### Equipment

All equipment is provided by school. Please don't send pens, pencils, pencil cases...etc.

### Extra-Curricular Clubs

All after school clubs finish at 4pm. Please let us know if your child doesn't want to continue as we usually have long waiting lists.

### Emails

Remember to check your emails, we like to send plenty!

Dear Parents/Carers,

This term we have some exciting activities all about the Ancient Greeks. We will have some Greek visitors coming to school and we will base lots of our activities on what we will learn during the visit.

## How has Greece changed since the Ancient times?

### History & Geography

In our topic we will use atlases and maps to locate Greece. We will compare a map of modern Greece to a map of the Ancient Greek Empire. We will use a variety of sources to answer questions such as: How would you travel to Greece? What is the climate like? What food do they grow? What is the time difference? What are the neighbouring countries? Who was Aristotle and why is he so famous? How have the Ancient Greeks influenced the rest of the world? Why was the Olympics created? Were men, women, warriors, girls and boys treated the same in all the city states?

Who were the Ancient Greeks and what did we learn from them?

How do Greece's physical features, including its climate, differ from ours?

What is democracy and what did the Greeks have in creating it?

Would you have enjoyed being an Olympian?

### Art / D&T

We will recreate Ancient Greek artefacts; make clothes and props for our performance; bake Greek bread and make a banquet.

How can we reproduce Ancient Greek artefacts and crafts?

Can we create a production about Ancient Greek Gods & Goddesses?

### English / Maths

We will adapt a play script, about the Ancient Greek Gods and Goddesses, to perform in front of children and parents. We will write postcards home about being a foreign exchange student during the first ever Olympic Games. We will create posters to consolidate everything we will learn. We will order an Ancient Greek timeline and answer mathematical questions such as: How long did the first Messinian War last for? How old was Aristotle when he died?

### Music

- To listen with attention to detail and recall sounds with increasing aural memory.
- To improvise and compose music for a range of purposes using the inter-related dimensions of music.

### Computing

- To create a photo collage.
- To program a sequence of actions using timing to create a simple animation.
- To test, debug and improve computer programs.
- To create simple multimedia games for their friends to play.

### Languages

- To be able to use singular and plural nouns in a sentence.

### PE

- To create and refine simple gymnastics sequences both on the floor and using apparatus.
- To copy, compare and contrast different gymnastics sequences.
- To explain why it is important to warm up and cool down.

### English

#### Speaking and Listening

- I can begin to identify and comment on different points of view in the text.
- I can discuss words and phrases that capture the reader's interest and imagination.

#### Reading & Comprehension

- I can justify predictions using evidence from the text
- I can comment on how characters relate to one another
- I can justify inferences using evidence from the text

#### Phonics & Spelling

- Words using these spelling patterns: k: que –sure

#### Handwriting

- Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch

#### Composition

- My paragraphs start with topic sentences
- I can vary my sentence structure by using different openers
- I can group similar information together in a paragraph

#### Vocabulary, Grammar and Punctuation

- I can confidently write in the 1st, 2nd and 3rd person.
- I can use a wider range of conjunctions and adverbs.

### Maths

- I can scale numbers and use correspondence to solve problems in which n objects are connected to m objects.
- I can solve missing number problems using multiplication and division.
- I can solve problems using multiplication and division in different contexts.
- I can use an appropriate written method to x 2-digit numbers by 1 digit, including the formal short method.
- I can use mental strategies to multiply a 2-digit number by 1 digit.
- I can use known x and ÷ facts to generate new facts including 2-digit numbers x 1 digit. .
- I can recall and use x and ÷ facts for the 8 times tables.
- I can recall and use x and ÷ facts for the 4 times tables.  
1 I can recall and use x and ÷ facts for the 3 times tables.

### Whole Class Read

We will continue to read 'The Wishing Chair' by Enid Blyton.

### PSHCE

- To know about changes, including transitions, loss, separation, divorce and bereavement.
- To deepen their understanding of how their body will change and emotions too.
- To understand that they have a right to protect their bodies from unwanted contact.
- To recognise how their increasing independence brings increased responsibilities, to keep themselves and others safe.
- To learn strategies for keeping safe online and the importance of protecting personal information, including of themselves and others.

### RE

- What is the most significant part of the Nativity story for Christians today?
- We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.

### SMSC

- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others

### British Values

When learning about the history of democracy in Ancient Greece, we will encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. We will develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.