

### English: Fables and Persuasive Letters

This term in English we will be looking at Fables and Persuasive Letters.

In our fables unit, we will be exploring well known fables such as the Hare and the Tortoise and Town Mouse and Country Mouse, which will help us to write our own fable and in our Persuasive writing unit, pupils will be writing a letter to our MP, Jake Berry on a health issue that they are passionate about. Our daily Grammar, Punctuation and Spelling sessions will run alongside the lessons - focusing on one skill per week linked to our unit of work.

This term we are going to see development of our reading for pleasure focus. This will be achieved through weekly guided reading groups, 1:1 reading and also through shared reading of a class novel.

In addition to reading our class book pupils will complete daily Guided Reading groups with myself together with weekly 1:1 reading with a Teaching Assistant.

**To support your child, please can you listen to them read each night for a minimum of 10 minutes and sign their Reading Record.**

### Science: Health and Nutrition

In Science, pupils will be looking at health and nutrition in our topic: Keeping Healthy.

By the end of the unit pupils will be able to: identify that animals (including humans) need the right types and amount of nutrition, that they cannot make their own food, they get nutrition from what they eat and that humans and some other animals have skeletons and muscles for support, protection and movement. To achieve these outcomes, they will be taking on the role of a personal trainer advising fictional clients on health and nutrition.

### Music: Glockenspiel

This term in music we will be learning how to play the Glockenspiel. Each week we will listen and appraise different genres of music, explore and develop our playing skills and perform and share with peers.

### RE: Christianity

In our Christianity unit pupils will: identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. We will offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

### Maths: Further subtraction, multiplication and division.

This term we will be continuing with Maths No Problem, which we have thoroughly enjoyed so far.

We will continue to collaborate to solve problems, reason, discuss and use the most efficient strategy to solve a problem.

We will start the term by completing our subtraction unit. Then we will move onto multiplication and division.

### Computing: Creating Media - Animation.

During this unit, learners will use a range of techniques in order to create a stop frame animation using tablets. Following this they will apply those skills to create a story-based animation. This unit will conclude with pupils adding other types of media to their animation such as music and text.

### Games and P.E: Gymnastics and Health Related Fitness.

On a Monday we will be completing a gymnastics unit with BFC and on a Friday we will be completing a Health Related Fitness unit with myself.

**Please ensure that your child has the correct indoor and outdoor uniform and that this is kept in school in a labelled bag.**

### Design and Technology: Food - Eating Seasonally

By the end of this unit pupils will be able to:

Explain that fruits and vegetables grow in different countries based on their climates.

Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.

Know that eating seasonal fruit and vegetables has a positive effect on the environment.

Design their own tart recipe using seasonal ingredients.

Understand the basic rules of food hygiene and safety.

Follow the instructions within a recipe.

### History: Stone Age to Iron Age

In History we are looking at changes in Britain from the Stone Age to the Iron Age.

We will begin the unit by looking at what humans needed for survival in the Stone Age. We will then move on to exploring what was found at Skara Brae and why it is important, understanding what copper mining was and why it was so important to people in the bronze age, using evidence about Stonehenge to give us different answers about the past, understanding how and why Hill Forts were developed in the Iron Age and finally understanding how evidence about the Druids can give us different answers about the past.

### Year 3 - Autumn 2

**Games and P.E:** Monday and Friday

**Spellings:** Given out on a Monday (test on Friday).

**Homework:** Given out on a Friday (due in on Monday).

**Reading:** Please try to read each night.

### PHSE: Valuing Difference

In this unit we will:

Recognise that there are many different types of family.

Define the term 'community'.

Identify the different communities that they belong to and the benefits of being in a community.

Give examples of respectful language.

Give examples of how to challenge another's viewpoint, respectfully.

Explain that people living in the UK have different origins.

Identify similarities and differences between a diverse range of people.

Recognise the factors that make people similar to and different from each other.

### French: En Classe

In French we will be moving onto a unit called 'en classe' (the classroom).

Each week we will be looking at new vocabulary, beginning to say short phrases and using role play to help us to understand our new learning.