



ACHIEVEMENT, AMBITION AND PROGRESS FOR ALL...



John Ball Primary School Information Newsletter for Year 3 Year 3 — 2018/2019

This newsletter gives you information about what your child will be learning this year and how you will be able to support them.

Please visit our website for further information:
www.johnball.lewisham.sch.uk

The year group team

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Donna Cooper (Phase Leader) - dkarpel.209@lgflmail.org

Support Staff in Year 3:

Paula Garland, Michelle Harvey, Jack Jeffery, Shanon Noble, Sophie Jebb and Ope Aromona.

Please note, the preferred method of contact for individual teachers is through the class dojo messaging service. Contact your class teacher if you require support in accessing this. Please remember that during the school day it may be hard for us to reply to you; any urgent messages should go via the School Office.

PLEASE NOTE: the curriculum information on the following pages may change as the year progresses; this is a live document which is reviewed regularly and tailored to class interests/needs.

Maths

In Year 3 your child will start the year by learning about **place value**, which is understanding the value of a digit in a number, i.e. hundreds, tens and ones.

Addition and subtraction: they will add and subtract numbers with up to three-digit, using column addition and subtraction.

Multiplication: they will learn their 3 and 6, 4 and 8 times tables. This will then help them in moving onto multiplying a two-digit number by a one-digit number using partitioning. Children who master this skill will have opportunities to explore using their knowledge in a different contexts and subject.

Fractions of quantities and also about equivalent fractions.

Geometry: learning about perimeter and also how to tell both digital and analogue time. They will start to learn about right angles plus horizontal, vertical, perpendicular and parallel lines. Statistics: children will need to interpret and present data using bar charts, pictograms and tables.

The national curriculum for maths can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

English and Big Reading

Through 'Big Reading', children will be increasing their familiarity with a wide range of genres of writing and developing their comprehension skills. They will be reading and preparing poems and play scripts to read aloud and perform. They will also be making plausible predictions about what is going to happen in a text and exploring the meaning of ambitious vocabulary.

Children will build on the handwriting skills taught in Year 2, becoming more confident with joining letters. Additionally, children will be learning to think carefully about the setting, characters and plot in their stories. This will help them to add more detail to their writing and encourage them to use a variety of high quality descriptive language. They will begin to use more complex conjunctions such as when, before, after, while so and because. In Year 3, they will also begin to use inverted commas for direct speech.

The national curriculum for English can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Science

This year, children will build on their knowledge from KS2. They will continue to devise their own investigations and further develop their curiosity through learning about the following 5 topics:

Plants: including parts of plants, needs of plants and their life cycle.

Animals including humans: focusing on nutrition, skeletons and muscles.


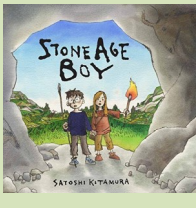
Rocks and Soils : including comparing rocks, looking at fossils and understanding how soil is made.

Light: looking at how light is reflected, how shadows are formed and can change.

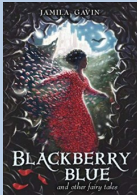
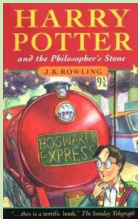
Forces and magnets: focusing on magnets: attraction and repulsion, magnetic materials and the two poles of a magnet.

The national curriculum for Science can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Y e a r 3	Autumn 1	Autumn 2
	Topic Title: Stone Age and Iron Age	
	The Big Picture: Throughout this term we will be exploring the scientific properties of metals alongside our core text of 'Iron Man'.	The Big Picture: Exploring what it was like living in the Stone Age and Iron Age.
	PSHCE: Rights and responsibilities of children RE Christianity: The 10 Commandments, The Parable of the Lost Sheep. PE: Speed, Agility and Balance/ PLAYGROUND Games/ Yoga Physical Movement French: Greetings, Class Directions, Class objects Music: Learn to play competently in time over many different pulses Humanities: History: Changes in Britain from the Stone Age to the Iron Age and My World History Art/DT: Charcoal pictures inspired by Iron Man. Computing: ESafety	PSHCE: Health and wellbeing: the impact of media/ social media. RE: Hinduism: Exploring the deities of Hinduism including the birth of Krishna. Stories on the theme of good and evil PE: Handball/Gym French: All About me: My Family/Animals Music: Reading: Gain a basic grasp on how to read music Humanities: Describe and understand key aspects of physical geography, including volcanoes and earthquakes. Art/DT: Tools inspired by Stone Age Boy Computing: Espresso coding
	Educational visits: Science Museum	
Core Texts: 	Core Texts: 	

Y e a r 3	Spring 1	Spring 2
	Topic Title: Fairness in society	Topic Title: Myths and Legends
	The Big Picture: Based on our core text 'Charlotte's Web, we will be thinking about who has power in society and how they use this power.	The Big Picture: Learning about Greek myths.
	PSHCE: Health and Wellbeing: Keeping safe (emergency aid/ road safety) and healthy lifestyles.	PSHCE: Relationships: positive relationships, collaborative working and stereotypes.
	RE: Buddhism: Exploring the Buddhist temple.	RE: Islam: Ramadan and Eid al Fitr – the importance of Ramadan charity.
	PE: Invasion Games/Dance	PE: Advanced Problem Solving/ Dodgeball/Indoor Games
	French: Birthdays and telling the time	French: Food
	Music: Composition: develop a basic understanding of the structures with in music.	Music: Music history: A look at the music of Latin America
Humanities: Crime and Punishment (The Justice System linked to Rights Respecting schools).	Humanities: Learning about the chronology of the Ancient Greeks.	
Art/DT: Making spider webs	Art/DT: Toga design and Close observation drawings	
Computing: Digital Literacy: Email and the internet	Computing: Digital Literacy: Email and the internet	
Educational visits: Mudchute farm	Educational visits: Year 3, 4, and 5 showcase.	
Tate photography project	Greenwich cinema to watch Jason and the Argonauts	
Core Texts:	Core Texts:	
		

y e a r 3	Summer 1	Summer 2
	Topic Title: Stories around the World	Topic Title: Responding to the World Focus
	The Big Picture: Geography and writing topics (linked to other countries).	The Big Picture: Children will be immersed in an imaginary world to create an imaginary piece of writing.
	PSHCE: Living in the wider world: exploring different communities.	PSHCE: Differences between male and female. Personal space. Family differences.
	RE: Islam: Ramadan and Eid al itr - the importance of Ramadan and the importance of charity.	RE: Worldviews including Humanism: Exploring secular celebrations and ceremonies.
	PE: TAG Rugby/Football/Gymnastics	PE: Competitive games and physical development
	French: Review and recap	French: Review and recap of the year
Music: Improvisation: Learn key elements of basic improvisation.	Music: Improvisation: Learn key elements of basic improvisation.	
Humanities:	Humanities:	
Art/DT: International food/tone drawings	Art/DT: Sewing skills	
Computing: Word processing and touch typing	Computing: Word processing and touch typing	
Educational visits: A food festival in the school hall	Educational visits: Magic tricks workshop	
Core Texts:	Core Texts:	
		

Home Learning

Reading and Spelling	Children are expected to record their reading in their reading record each week. We will stick each week's spelling list into your child's spelling books every Tuesday. The spelling test will happen the following Monday.
MyMaths	This is given out per unit of work and is marked electronically. Teachers will receive feedback upon all completed work.
BugClub	Children will have the opportunity to explore electronic games and e-books through the BugClub website throughout the school year.

Home School Agreement

At John Ball School we believe in **achievement, ambition and progress for all...**

This can only be achieved when the school, the parents and carers, and the children work together in partnership. This agreement sets out what we will do to ensure that all the children who attend John Ball School have the best chance of success.

The School is committed to:

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with homework activities appropriate to their needs and abilities
- Keep families fully informed of their children's progress through Guardian Consultations, workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter (JBuzz), yearly curriculum updates and letters

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Home School Agreement

- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if preferred)

The family is committed to ensure:

- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are in the playground by 8.55 am, ready to go into school when the bell rings at 9.00 am
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will hear their children read and sign the Reading Record/Homework Diary at least 4 times a week
- They will try to make time to read to their children regularly
- The children bring their school bag with them every day
- The children complete the homework activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Guardian Consultations.
- They, and any other carer, respect the legal restrictions on parking outside the school

At 'Meet the Teacher' you will have an opportunity to see your child's individual class charter. You will also be asked to sign to say you have read and understand this agreement.