Year 3

Term 1 Newsletter

Welcome to Term 1!

Hello and welcome to Year 3! Firstly, we hope that you had the most wonderful summer break and are ready to be welcomed into the junior part of the school! We are so excited to begin this new year with your children and have lots of exciting things planned to capture their interest and imagination.

We know that coming back to school after a long summer break can be exciting but also a bit daunting for some children but we want to reassure you that there is nothing to worry about and all staff are ready to welcome your children with open arms! Attached to this newsletter is some important information for you to be aware of as well as an overview of our learning this term. We are looking forward to getting to know you all and value all of your support as parents and carers. Please don't hesitate to contact your child's class teachers if you have any questions.

The Year 3 Team
Ms Elmas-Hedgehogs, Mr Hammett-Wolves, Miss Staunch-Foxes

What will we be learning this term?

We are kicking off Year 3 learning all about The Stone Age which takes us back many years into history.

Term 1 Curriculum Overview

History

In History this term, we will be learning all about The Stone Age.

Critical Enquiry Question:

How did life in Britain change throughout The Stone Age?

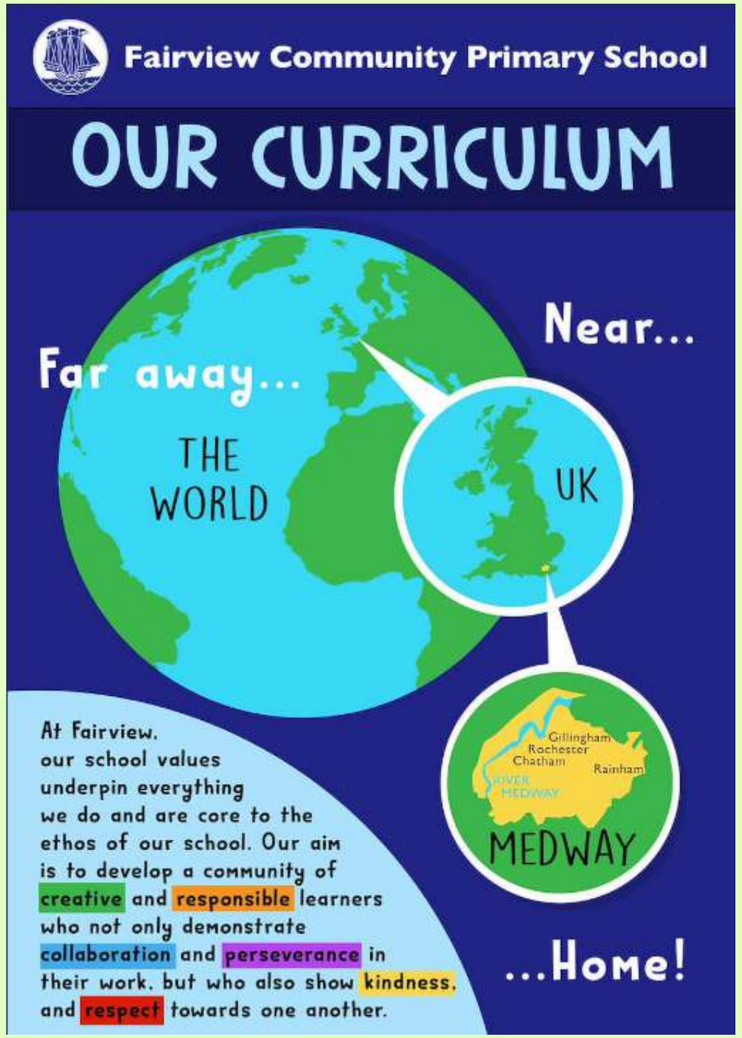
This term we will be identifying where this time in history fits within our historical timeline and how events can be placed in chronological order. We will be learning about what life was like during these times and exploring homes in the Stone Age. We will also be investigating theories about Stone Henge.

Links with home, near and far:

Home: Maidstone Museum, Kit's Coty House and Little Kit's Coty House (the "Countless Stones"). These are famous Neolithic chambered long barrows. Located near Aylesford in the Medway Valley

Near: Stonehenge, British Museum

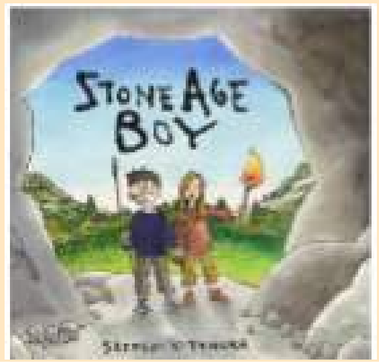
Far: Göbekli Tepe in southeastern Turkey



Term 1 Curriculum Overview

English

This term our English text will be ‘Stone Age Boy’ by Satoshi Kitamura. It is an exciting tale about a boy who finds himself back in time. Throughout this term we will be exploring journey tales and story writing.



Maths

Number: Place Value

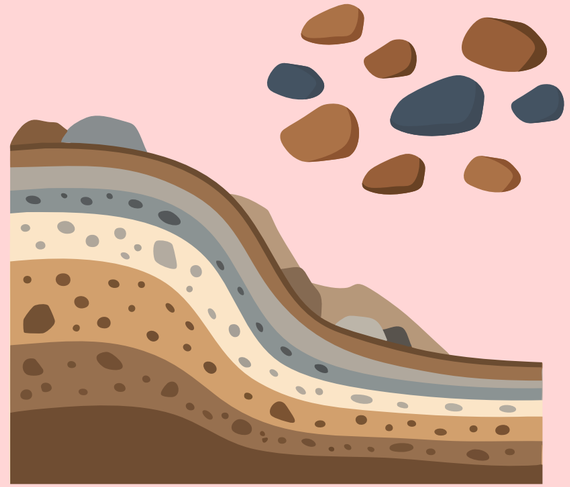
During this unit we will be exploring the place value of numbers, thinking carefully about what each digit represents as well as ordering and comparing numbers to 1000.

Number: Addition and Subtraction

We will be adding and subtracting numbers with up to 3-digits, exploring mental methods as well as formal written methods. We will also be exploring exchanging numbers.

Science

Rocks and Soils This term, our science will be linked to our Stone Age topic. Within this, we will be learning all about different rock types and their formations.



Term 1 Curriculum Overview

Reading

In Reading this term, we will be exploring the book 'Lost Species' By Jess French and Daniel Long.
We will kickstart our learning by sorting information and identifying meaning from new vocabulary. We will then retrieve information from the book, in order to explore how to use tables. We will work on simple inferences through exploring the thoughts of scientists.



Computing

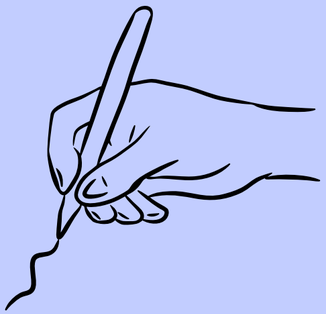
In Computing this term, we will be exploring Coding.

We will be learning how to create basic algorisms, focusing on sequencing and animation.



Art & Design

In Art this term, we will be focusing on drawing and shading.
We will be looking at developing our drawing skills, including learning to see as an artist and how to use shading and texture when drawing.



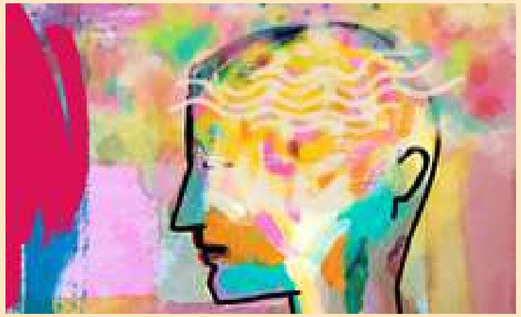


Term 1 Curriculum Overview

RE

What makes us human?

This term we will be learning all about world views - personal or organised, interpreting and using art to express beliefs about spirituality, inner self and the soul.



PSHE

This term we will be working on broadening our understanding of safety by exploring potential risks in familiar environments.

We will learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices.

We will develop our understanding of the importance of listening to trusted adults and following guidance that helps keep ourselves and others safe.

PE

Indoor PE: Gymnastics

Outdoor PE: Tag Rugby

PE Timetable:

Hedgehogs- Thursday & Friday

Wolves- Tuesday & Thursday

Foxes- Tuesday & Thursday

PPA Days

Every other Thursday

Forest School,

PE

Performing Arts



Term 1 Curriculum Overview

MFL - Spanish

We are excited to announce that Fairview's focus in Modern Foreign Languages across KS2 will be changing from French to Spanish this year!

We hope the children enjoy the challenge and excitement of exploring this fantastic language during their MFL lessons, which will build progressively across the year and beyond to develop their foundational knowledge and fluency. Further details about what the children will be learning each term will follow in future newsletters.







School Uniform

We do see that, when children are in full school uniform, there is a noticeable impact on maintaining high standards and a strong sense of belonging to our school community — something we are all proud of.

On PPA days, children should come to school dressed in their PE kit, which is suitable for Performing Arts and Forest School. The only exception to this will be during the winter months, when children will need a change of trousers or waterproof trousers for Forest School. There is no need for any additional alternative clothing.

We will also be reminding children that they should wear only one stud in each ear and that hair accessories should be in school colours.





PE Kit

We are happy for subtle sports logos to be worn, but not prominent branding. We will also not permit items such as Nike Pro shorts or very short, hot pant-style shorts, as these are not an appropriate length for school.





Home Learning

Home learning continues to be an important way of supporting your children's progress and we would like to thank you for your continued support – it makes a huge difference and has a positive impact on your child's learning.

If you have any questions regarding home learning, please contact your child's class teacher, who will be happy to help.



Home Learning

Weekly home learning in Year 3 is set on Fridays and is due the following Friday.

We set the following weekly activities:

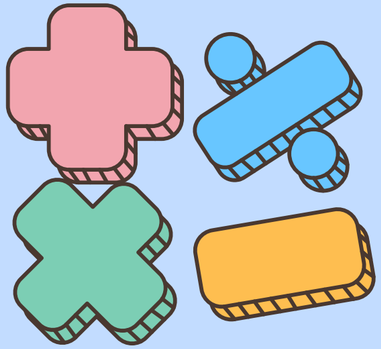
Reading

We ask that the children read at least 4 times per week and recorded this in their reading record. Please can we ask that parents/carers sign the reading record each time your child records reading.



Maths

Each week, there will be a battle set on Times Table Rockstars for the children to access. It is really vital that children are learning their times tables.



Spellings

Each week, the children will be set a different group of words to practice on EdShed.

We ask that the children complete a minimum of 4 games each week in order to practice their spellings in preparation for their weekly spelling test each Friday.

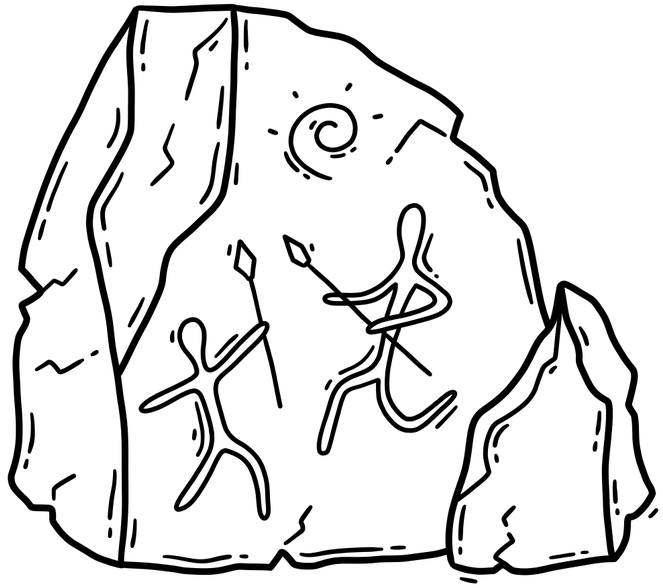
EdShed

Knowledge Organisers

On the following pages, you will find further information about what your child will be learning in the foundation subjects.



History



Year 5 History: The Stone Age to the Iron Age

How did life in Britain change throughout The Stone Age?

Key Questions:

- What was the most significant change during the Stone Age/ Iron Age/ Bronze Age?
- How did their beliefs affect how they lived?
- What was the reason for building Stonehenge?
- How did life in Britain change?
- What were the consequences of the new discovery of materials?
- What changes occurred during these times to enable society to develop?
- What evidence do we have to prove their significance?

Key Places:



Stonehenge - *Stonehenge is a prehistoric monument in Wiltshire, England, two miles west of Amesbury. It consists of a ring of standing stones, each around 13 feet high, seven feet wide, and weighing around 25 tonnes.*

Skara Brae - *Skara Brae is a stone-built Neolithic settlement, located on the Bay of Skaill on the west coast of Mainland, the largest island in the Orkney archipelago of Scotland.*

Skills:

- Use a wide range of terms related to the period and understand more complex vocabulary e.g. B.C. / A.D, century, decade.
- Begin to understand how a period of time can change and the effect of these changes.
- Sequence key events/artefacts and place the time studied on a simple time line.
- Begin to analyse and evaluate the usefulness of sources.
- To understand what life was like in the past, comparing and contrasting to modern day.
- Describe what the Stone Age, Iron Age and Bronze Age were.
- Describe the construction of a community and how societies evolved.
- Understand how primary sources are important to learning about the past.

Key Vocabulary:

- Agriculture
- Anno Domini (AD)
- archaeology
- artefact
- Before Christ (BC)
- Britain
- Bronze Age
- Century
- Common Era (CE)
- Europe
- Evidence
- Decade
- Discover
- Hunter – gatherer
- Historical
- Iron Age
- Mesolithic
- Neolithic
- Nomad
- Palaeolithic
- Primary source
- Stone age
- Settler



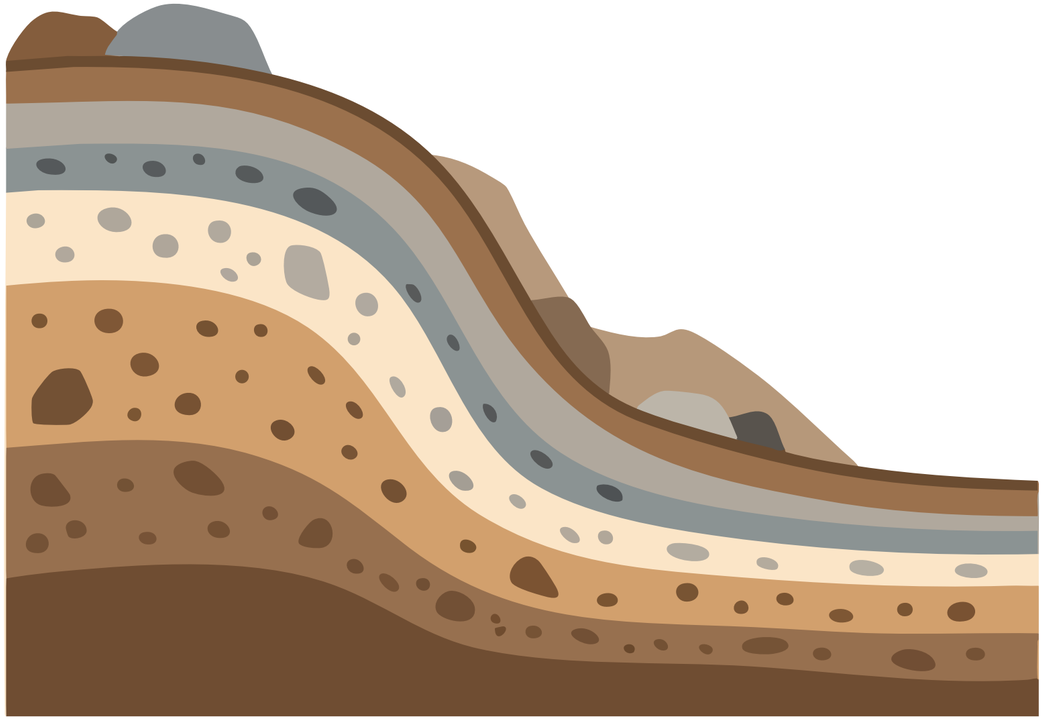
Year 3 – History Terms 1 and 2 – Stone Age Britain

Critical Question: How did life in Britain change throughout The Stone Age?

Word	Picture	Definition
Artefact		Any old/ancient object (whole or parts of) made by human beings – for example a tool, a weapon, a shard of pottery etc. Often found in the ground.
Britain		The mainland. Now includes England, Scotland and Wales.
Stone Age		The Stone Age was a broad period of history where humans used stone tools. It's also the earliest period of human history, starting roughly 2.5 million years ago and ending around 5,000 years ago with the beginning of the Bronze Age.
Bronze Age		The Bronze Age is a time period when bronze replaced stone as the preferred material for making tools and weapons. This led to improvements in agriculture and brought with it changes in the way people live.

Iron Age		'The Iron Age' is the name given to the time period (from approximately 500 BC to 43 AD in Britain) where iron became the preferred choice of metal for making tools.
Century		100 years. A century is a period of a hundred years that is used when stating a date. For example, the 19th century was the period from 1801 to 1900.
Europe		A continent is a large solid area of land. Earth has seven continents. Great Britain is in the continent of Europe.
Hunter-gatherer		A hunter gatherer is a person who lives in a society where food is collected by hunting wild animals or by searching for wild, edible plants.
Primary Source		A primary source is a work that gives original information.
Secondary Source		Textbooks are excellent examples of secondary sources. They are not 'original'- from the time in question.

Science



Knowledge Organiser: Rocks

Careers connected to rocks: geologist, archaeologist



Lesson Sequence



1. Explore the formation and properties of igneous rocks



2. Explore the formation and properties of sedimentary and metamorphic rocks



3. Weathering and the suitability of rocks for different purposes



4. Explore how water contributes to the weathering of rocks



5. Understand how fossils are formed



6. Explore different types of soil

What is soil made from?

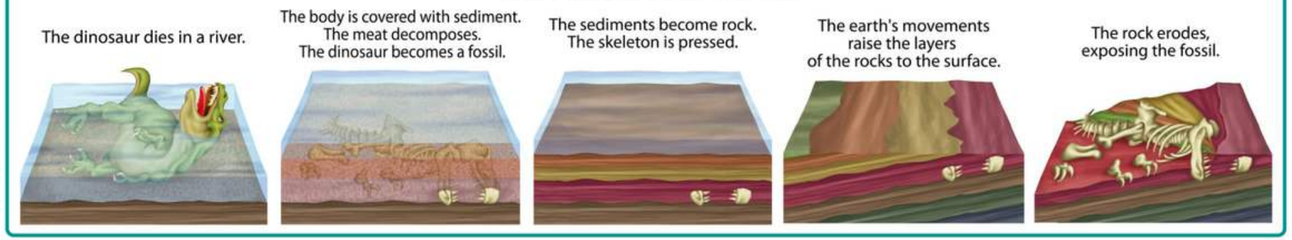


AIR – Oxygen, carbon dioxide, nitrogen
ORGANIC MATTER – Living and dead plants and animals.
WATER – Air and water fill the gaps between particles of soil.
MINERALS – Broken down rock.

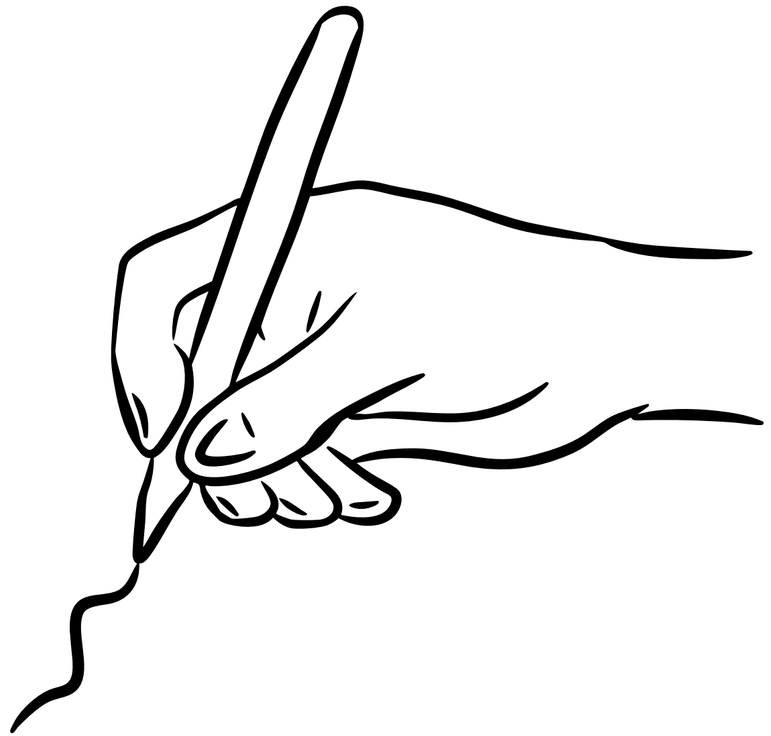
chalk	flint	marble	limestone	sandstone	granite
					

Igneous Rock	Metamorphic Rock	Sedimentary Rock
		
Far underground the temperature is so hot, rock melts into a liquid (molten rock). When the liquid is underground, it is called magma and it can cool to form igneous rock.	Metamorphic rocks are formed under the surface of the earth from the change (metamorphosis) that occurs under the intense heat and pressure (squeezing).	These rocks form under the sea. Rocks are broken into small pieces by wind and water (erosion). They settle as mud, sand, minerals and even remains of living things. Over time layers build up and the pressure turns this sediment into rock.

How fossils are formed.



Art & Design

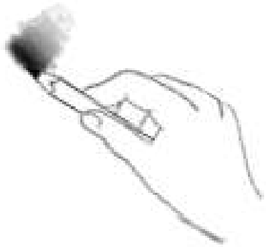


Art - Drawing - Growing artists

Holding a pencil to shade



Detail grip
(Writing grip)



Shading grip

The four rules of shading

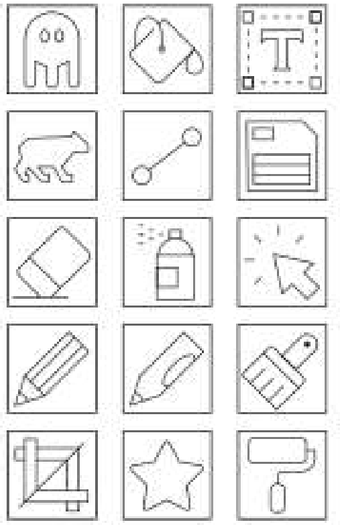
1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



Artists

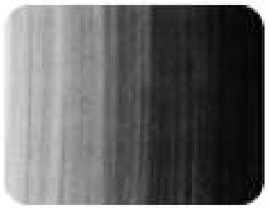
- Yellena James
- Katie Daisy
- Edgar Degas
- Dianne Sutherland
- Sara Boccacini Meadows

Digital art - Art made using electronic devices and computers.



Create smooth even tones

Blending of tones evenly, achieved by smooth pressure when shading.



Sketching - A simple, quickly-made drawing that does not have many details.



Use simple shapes to sketch a picture.



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Religion & World Views



R&W - What makes us human?



Some people, including many who follow Christian and Hindu worldviews, believe humans have an immortal soul and for some this soul is part of a person's connection with God.

For others, a soul is a person's thoughts and feelings.

Some people do not believe humans have a soul at all.

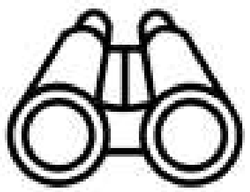
Meditation is practised by lots of people including many Buddhists. Meditation may include focusing on thoughts, sounds or breathing; looking at or touching an item; repetitive movement or activity; chanting or picturing something in the mind.

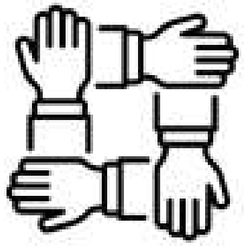


People who follow the Buddhist worldview may focus on developing their consciousness. For some Buddhists, consciousness means our always-changing thoughts, feelings, sensations and dreams called anatta or anatman.









For many people, spirituality is an important part of being human. It looks and feels different to different people and may include taking time to stop, notice and connect – with others, with nature or with a god or higher power.



Different people from the same worldview may have different ideas about the soul or inner self. These beliefs may affect how people live their lives.

Buddhist	A person who follows the teachings of Buddha.
connection	A link between two or more things.
consciousness	Being aware.
inner self	A person's mind, personality or nature.
meditation	Focusing the mind, often for religious or spiritual reasons.
mindfulness	Focusing the mind on the present.
soul	What some people believe to be the emotional, non-physical or spiritual part of a human.
source	Something that provides information, such as a text, photo or person.
spiritual	Connection with inner self, immaterial or non-physical things and belief of something beyond yourself.