



14th January 2019

Dear Parents and Carers,

Year 3 Curriculum Letter

Welcome back - we hope that you have all had an enjoyable holiday and wish you all a happy new year! This is our curriculum letter which is designed to inform you about what your child will be learning about during the Spring Term. As we are sure you will appreciate, this term will be very busy, therefore it would be extremely helpful to both us and your child if you could offer as much support as possible with homework, reading, times tables practice and any other activities your child is required to complete.

This letter outlines the topics that the children will be covering throughout the first half of the Spring Term.

This term our topic is **G'DAY MATE! (Australia)**

Please ensure your child brings their reading book and reading diary to school each day. They will also have a peg for their coat and PE kit. As space in the cloakroom is limited, we would be grateful if P.E. kits could be kept in a small drawstring bag which fits onto the peg. Please ensure your child has a named water bottle with them every day but please can I remind you that we only allow water rather than squash or flavoured water.

PE Kits

P.E. activities may be indoors or outdoors, depending on the weather, so children need an indoor kit (black shorts and a plain white T-shirt) and an outdoors kit (jogging bottoms and a sweatshirt/tracksuit) as well as pumps or trainers.

P.E. kits are kept in school until the end of half term, as P.E. times may vary throughout the year. For health and safety, children who wear earrings should have these removed on P.E. days, if they are not removed your child will be unable to take part in the P.E. lesson (teachers are not permitted to remove or tape up earrings).

P.E. days are **Tuesdays** and **Wednesdays**.



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Routines

Please ensure that ALL your child's belongings are clearly labelled with their name. Children often misplace items and it is very difficult to find them if they are not labelled. In the morning, children in Years 3 to 6 will be dropped off at the bottom of the ramp on the KS2 playground where they will be greeted by either Mr Adams or Mr Cruise. If you would like to speak to your child's class teacher please inform the teacher on the door and any messages will be passed on or an appointment made if necessary. At the end of the day children in these classes will collect their coats and meet adults on the playground. Year 3 and 4 will be dismissed from the bottom of the ramp and Year 5 and 6 pupils will be dismissed from their fire exit.

Homework

For homework, we ask that the children read for at least 10 minutes every night, and talk about the books they are reading as this will support enjoyment, fluency and understanding. There will be one piece of homework set each week, which will alternate between Maths and English. Homework will be set every Friday and collected by the teacher the following Wednesday. Children should also be practicing their times tables and spellings regularly.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to speak to me?

Yours sincerely,



Miss Barnard
Year 3 Class Teacher



LOWER KEY STAGE 2 (YEAR 3/4)

ESSENTIALS OVERVIEW

THEME: G'day mate!

Spring TERM Cycle B



<p>CURRICULUM DRIVERS:</p> <p>DIVERSITY: Different cultures/equality. DREAMS: Visit Australia. SPIRITUAL & MORAL: Slavery – Is it right?</p>	<p>LAUNCH DAY: Dress as an Australian and take part in Australian activities: boomerang. Complete Australian passports, make Australian tickets, play the National Anthem and taste test Australian foods.</p>	<p>PROJECT: Chn to complete a selection of activities from the topic map. SHOWCASE/ CELEBRATION: Invite parents to come to see our Australian Designs</p>	<p>ENGLISH LINKS: Non-chronological reports on Australian animal, post-card or letter from Australia, persuasive report, aboriginal tales. Plan an interview with an Australian citizen, prepare questions and transcribe in the form of a script. MATHEMATICS LINKS: Measure, populaton</p>
ESSENTIAL LEARNING OBJECTIVES		ACTIVITIES	
<p>SCIENCE:</p> <p>YEAR 3- Light Notice that light is reflecting from surfaces. Recognise that shadows are formed when the light from a light source is blocked. Recognise that light is needed to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and there are ways to protect your eyes. Find patterns in the way and the size of shadows change.</p> <p>Year 3- Plants Identify the functions of different parts of the plants. Explore the requirements of plants and how they vary. Investigate the way in which water is transported. Explore the role in flowers and plants.</p> <p>YEAR 4-States of matter Compare and group materials together. Observe that some materials change state when heated or cooled. Understand the part played in evaporation and condensation in the water cycle.</p>		<p>YEAR 3 - Shadow puppets - Which material is best for sunglasses to protect our eyes and allow us to see. Go on to design and make own sunglasses. - Look at Australian plants – why can't they grow in Britain?</p> <p>YEAR 4 Children to look an ice cream and ice lollies – how quickly do they melt. What materials can insulate them for a longer period of time?</p>	
<p>GEOGRAPHY:</p> <p>To investigate patterns Name and locate parts of the world and the characteristics of the areas Describe geographical similarities.</p> <p>To communicate geographically</p> <p>To investigate places To use a range of resources to identify the key physical and human features.</p>		<p>Study a contrasting locality: locate on maps, globes and atlases, size/location, deserts/heat, climate, comparing temperature between England and Australia.</p> <p>Children to become a tour guide: persuade tourists to visit different famous landmarks, including Ayres Rock, The Great Barrier Reef and Sydney Opera House.</p> <p>Australian animals.</p> <p>Children to direct using the eight points of a compass to travel to different landmarks.</p>	

LOWER KEY STAGE 2 (YEAR 3/4)

<p>HISTORY: To communicate historically To use appropriate historical vocabulary to communicate including dates, time period era, change and chronology.</p>	<p>Aborigines history and slavery and prisoners. When was Australia first discovered? The Aboriginal People</p>
<p>ART & DESIGN: To master techniques (Painting) To crate and combine shapes to create recognisable forms. Include texture that conveys feeling, expression or movement. Digital media Create images, videos and recordings and explain why they were created To take inspiration from the greats Create original pieces that were influenced by others</p>	<p>Aboriginal dot paintings. Great Barrier Reef display work.</p>
<p>DESIGN & TECHNOLOGY: To design, make, evaluate and improve Make products by working efficiently such as by carefully selecting materials. Electricals and electronics Create a series of parallel circuits.</p>	<p>Children to create an under the sea box with moving fish and creatures using different pushes and pulls and light using circuits. Use junk modelling and papier Mache to create a boomerang. Bead making Didgeridoo making Make Lamingtons</p>
<p>LANGUAGES: To write imaginatively. Write short phrases from memory with spelling that is readily understandable. To understand the culture of the countries in which the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>Children to describe animals using adjectives for size and colour. Speaking for 2X and then comparing animals found in Australia compared to Britain.</p>
<p>MUSIC: To perform To compose To transcribe To describe music</p>	<p>Children to compare and contrast music from different cultures. Listen to folk music, identify what it is and identify the different instruments involved. Listen to the song and retell the story from it. Look at the Australian words first in order to understand the story, read and analyse the lyrics, then work in groups to create own.</p>
<p>RELIGIOUS EDUCATION: To discuss and give opinions on stories involving moral dilemmas</p>	<p>Moral dilemmas Slavery- is it right?</p>
<p>COMPUTING: To code To connect To collaborate</p>	<p>Design and make a persuasive poster about Australia. Write non-chronolgoical reports or travel brochures on Microsoft Word, inserting pictures from the internet.</p>