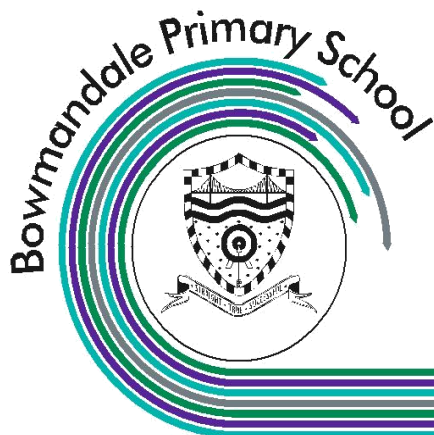




@BowmandalePS

Straight... True... Successful

Key Dates

12th January — Silent Disco
26th January—Class Photo
29th January—Family Quiz
30th January—Young Voices Concert
9th February — Parents' Evening
11th February — Parents' Evening
12th February—Gaming Workshops
13th February—Sponsored Bounce Day
13th February—Break up for half term
5th March—World Book Day
6th March -Get Ahead Let Girls Play Event
6th March—Careers Event
9th March LL/NW Class Orienteering Event
17th March—Inspire
19th March Managing Emotions Workshops
20th March—Red Nose Day
24th March—Normanby Hall Trip
1st April —Easter Bingo 6.00—7.00pm

Homework

The children will receive weekly homework related to the week's learning. Please can all homework folders be in school for the following Thursday.

Please can you ensure the children bring their reading books and records into school every day and aim to read a minimum of at least three times a week. Children reading this or more will receive a star.

I will send home new spellings each Friday and then test the children on these spellings the following Friday. It would also be great if children could spend time practising times tables each week so they can recall them at a fast pace.

PE

Indoor PE will be on a **Friday** and outdoor PE will be on a **Tuesday**. Please ensure that the children always have their kit every day so they are prepared if we have a change of plan. Please provide warm clothing for outdoor PE and earring tape/ hair bands as appropriate.

Year 3 Spring Term Curriculum Newsletter

Dear families,

Happy New Year! We hope you have had a peaceful break and are raring to go for the Spring Term.

Our project question for this term is 'What Have Our Ancestors Ever Done For Us?', which is based upon learning about life in Britain throughout the Stone Age and the Iron Age.

We have lots of exciting activities and events organised this term, including our Y3/4 trip to Normanby Hall on 24th March, which will include a workshop on Hunters and Gatherers. We also have a Gaming Workshop organised by the Community Nursing Team and a Managing Emotions workshop led by WMIM.

If there is anything you would like to chat about, please do not hesitate to contact us via the school email address or pop and speak with us as you collect your children at the end of the school day.

Kind Regards

Mrs Lombard and Mrs Wood

Class Book:

Stone Age Boy and Stig of the Dump

School trip:

Normanby Hall - 24th March

Maths

Fractions

I can count up and down in tenths.

I recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

I can recognise, find and write fractions of a discrete set of objects (unit fractions and non-unit fractions with small denominators).

I can recognise and use fractions as numbers (unit fractions and non-unit fractions with small denominators).

I can recognise and show, using diagrams, equivalent fractions with small denominators.

I can add and subtract fractions with the same denominator within one whole.

I can compare and order unit fractions.

I can compare and order fractions with the same denominators.

I can solve problems that involve all of the above.

Measurements

I can measure and compare, add and subtract lengths (m/cm/mm).

I can measure and compare, add and subtract mass (g/kg).

I can measure and compare, add and subtract volume/capacity (l/ml).

I can measure the perimeter of simple 2D shapes.

I can add and subtract amounts of money to give change, using both £ and p in practical contexts.

I can tell the time from an analogue clock.

I can tell the time using Roman numerals from I to XII.

I can tell and write the time for 12 and 24 hour clocks.

I can estimate and read time with increasing accuracy to the nearest minute.

I can record and compare time in terms of seconds, minutes and hours.

I can use vocabulary such as o'clock, am/pm, morning, afternoon, noon, midnight.

I know the number of seconds in a minute and the number of days in each month, year and leap year.

I can compare the duration of events.

Statistics

I can interpret and present data using bar charts, pictograms, using tables.

I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. .

Literacy

Throughout the term, we will cover a range of genres which will be linked with our topic of 'Stone, Iron and Bronze Age'.

These may include, poetry, recounts, instructions, stories and persuasive writing.

RE

Muslim Festivals

Jewish Festivals

PSHE

Celebrating
Difference,
Healthy Me

Music

Three little birds
The dragon song

Science

Rocks

Plants

French

En Classe

(In the Classroom)

PE

Outdoor—Tag Rugby, Golf

Indoor—Dance, Fundamentals

Computing

Branching Databases

Spreadsheets

Project: What did our Ancestors ever do for us?

From the Stone Age to the Iron Age.

Over the term, we will focus on the following questions to engage the children's learning:

- Where and when was the Stone Age and Iron Age?
- What resources did the Stone Age people have and how did they use them? How is it different to today?
- How did the life of people in the Stone Age and Iron Age differ? Which time would you prefer to live in and why?
- Where did prehistoric people build houses and why?
- What were houses like in the Stone Age and The Iron Age?
- How did they record their stories?
- Who had the healthiest lifestyle?