

Year 3 children really show enthusiasm for our reading comprehension activities. The class have read and answered questions on a range of texts. It has been great to see the children acquire skills in retrieval, use of vocabulary and finding the inference in our Vipers comprehension text on subjects such as Remembrance, Countries of the World and stories of mythical creatures.

Speaking and listening was very successful in the school council elections.

It was fantastic to see so many children putting themselves forward for election in class. They explained to their peers why they would like to be voted as a school councillor with very thoughtful and mature reasons.

For example, improving the play equipment or adding new games to include all their friends at playtime and even adding healthy ideas for the school lunch menu.

Well done to all of the children who took part in the process of election and our new Year 3 school councillors Emily and Sully.







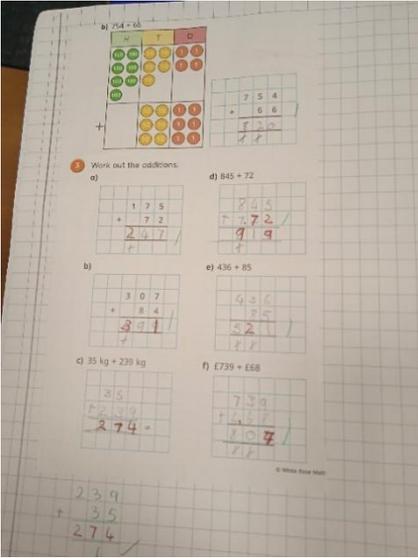
Maths

Maths begins the day as the children arrive in the morning with Spiral Maths.

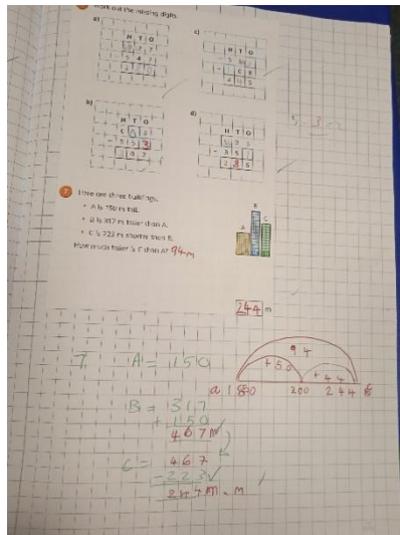
During Spiral Maths, the children revise a range of number facts which really helps them in their main White Rose lesson. Year 3 are always keen to answer questions and share their calculations as we mark the work together.

Following Spiral maths, the children learn their times tables. It is brilliant to see their progress in knowledge revising the 2-, 5- and 10-times tables and learning 4- and 8-times tables.

In White Rose maths we have explored using visual images of place value counters, Base 10, and number lines to deepen the children's knowledge before learning how to add ones, tens, and hundreds to a 3-digit number.



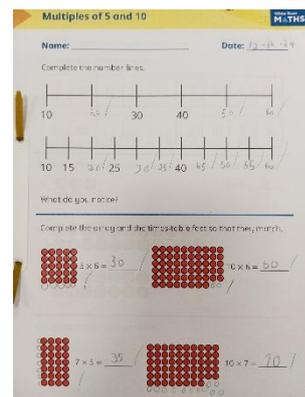
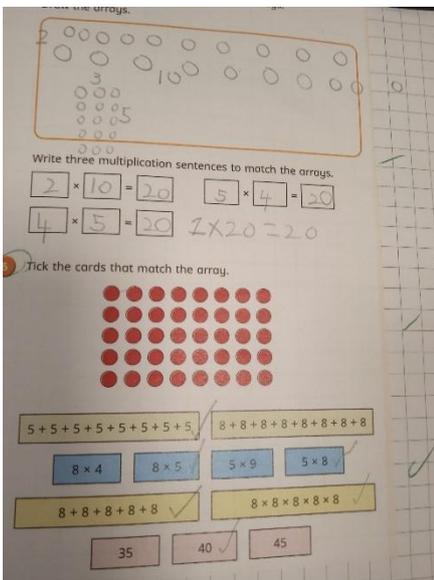
Later in the term, year 3 learned how to add and subtract using the written column method. The children's place value knowledge and skill in writing numbers in ODOS, (one digit in one square) really helped us to get the correct answers.



In multiplication, the children have been revising their knowledge of grouping and sharing with arrays to support learning of the 3-, 4- and 8-times tables.

Chanting the tables each day is really making a difference to the children's knowledge and quick recall of facts.

The children really show great enthusiasm for learning their times tables online with TT Rock stars and Sumdog.



The children also enjoy practicing their skills in their Arithmetic book each day.

History

Our history lessons have been very exciting this term learning about Stone Age life. We have looked at how long the Stone Age period was and how it is separated into different eras of Palaeolithic, Mesolithic and Neolithic. The children were fascinated to learn how the stone age people discovered how to make iron and bronze tools and weapons.

Enquiry Question 4: Who were the early humans and what was the Palaeolithic period?

Vocabulary: Prehistory - Palaeolithic - Stone Age

Key lesson knowledge:

- To understand how the Stone Age is split into different time periods.

Prehistory Timeline

Palaeolithic **Mesolithic** **Neolithic**

Someone was butchering cows. True False

There was a fire that people were sitting around. True False

Deer antlers had been collected. True False

Someone was flaking flint. True False

Write a sentence to describe what you think happened in the cave:
PEOPLE COULD HAVE LIVED IN THE CAVE

Enquiry Question 5: How did people live in the Iron Age?

Vocabulary: Iron age Romans Greek travel

Key lesson knowledge:

- To know that Roman and Greek travellers came to Britain and wrote down what they saw.

Prehistory Timeline

Palaeolithic **Mesolithic** **Neolithic**

- All men have beards. True False
- Nobles have moustaches that grow over their mouths. True False
- People sit on the floor to eat. True False
- People sit on lion furs when they sit on the floor. True False
- Only girls serve adults their food of meallimes. True False
- People cool their meat in cauldrons or on spits. True False
- People wear silver jewellery. True False
- People dye their clothes. True False
- People usually cut their hair short. True False
- People sleep in beds. True False
- They eat lots of different foods, especially pork. True False
- They live in square houses with tile roofs. True False

Enquiry Question 4: How did people live in the Bronze Age?

Vocabulary: Bronze age - burial - barrows - coin

to complete next session

Key lesson knowledge:

- Know how bronze is made.
- Know how people were buried in the Bronze Age.

The Life of a Sword in the Bronze Age

- Workers go into the mines to extract the copper ore. They set fires to the mines walls to crack the rock.
- Streams are diverted across the valley so that the tin ore can be collected.
- The ore is crushed to make it easier to extract the copper and tin.
- The chief's shaman (who is in charge of metalworking) works the metal into bronze and makes stone moulds for the sword.
- A chief by the sea has exchanged some amber for the copper and tin.
- The metal is separated from the crushed ore by heating it in a clay furnace.
- The sword is finally ready. A ceremony takes place to name it and it is handed over to its new owner, the chief.
- The chief wears the sword at special events, it shines like gold and makes the chief look very important.
- When the chief dies, the sword is put into a sacred marsh. The sword is bent to "kill" it and it is sacrificed to the underworld spirits.

Geography

Geography brought excitement as the children learned to use atlases to find the different continents and countries of the world. The children were so interested in the atlases they can often be seen reading them in reading for pleasure sessions. The children have compared the physical and human features of countries such as Spain and Russia.



11.12.24
Enquiry Question 5: What sources can you use to identify physical and human features of a country?

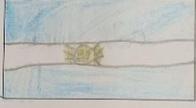
Vocabulary: physical - human - features

Key lesson knowledge:

- Know the difference between human and physical geography.
- Use sources to find information about a particular country.

Name of country:
Argentina ✓

National flag



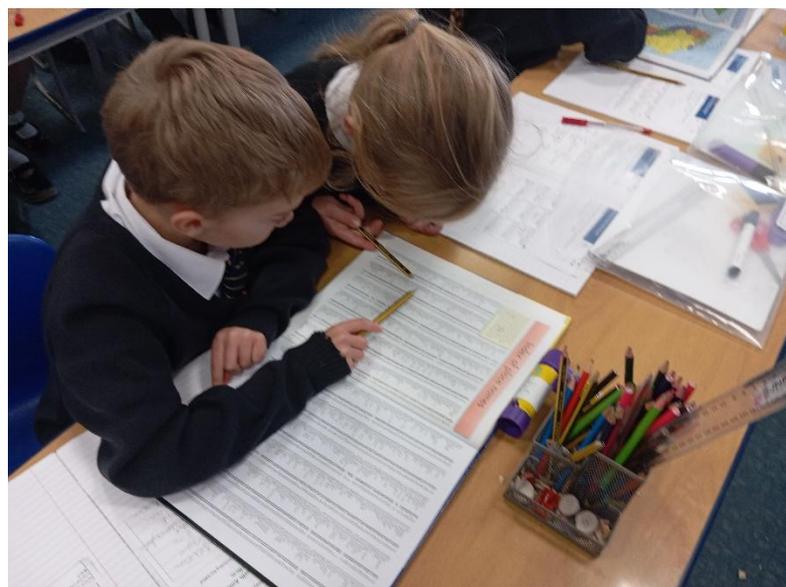
Where is this country?
South America

How many people live there?
43 million

How big is this country?
2,780

What is the main language?
Spanish ✓

Interesting Facts: the official language in Argentina is Spanish.
most Argentinians speak Spanish.
Argentina is located in South America.
the weather is hot and humid.
the national animal is jaguar.





It was great to have some parents join us recently in open afternoon to help in the geography lesson with finding the capital cities of countries in different continents.



Religious Education

In religious education, year 3 have learned about the Christian creation story in the Bible. The children discussed the actions of Adam and Eve and how they were tempted by the snake in the garden of Eden. We thought about how God's rules help Christians live their everyday lives and also how we can avoid temptation and make the right choice in school.

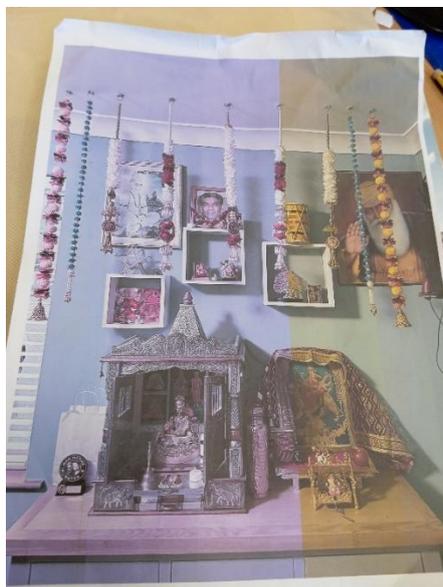
The children explored the school grounds to find nature that people believe God created



Later in the term the children learned more about God as a creator in the Hindu and Muslim religion.



We were thrilled to learn more about the Hindu religion from a member of our class. Dylan spoke to the children about worship at home and in the temple and shared illustrations to help his friends understand.



Science

In science the class have learned about healthy eating and the importance of eating a balanced diet. There was lots of discussion as they completed a healthy eating food pyramid. It was great to hear the children continue to share their knowledge and use vocabulary such as carbohydrate and protein when eating lunch together. The children continued the theme learning about vertebrates, invertebrates and the names of bones in the human skeleton.

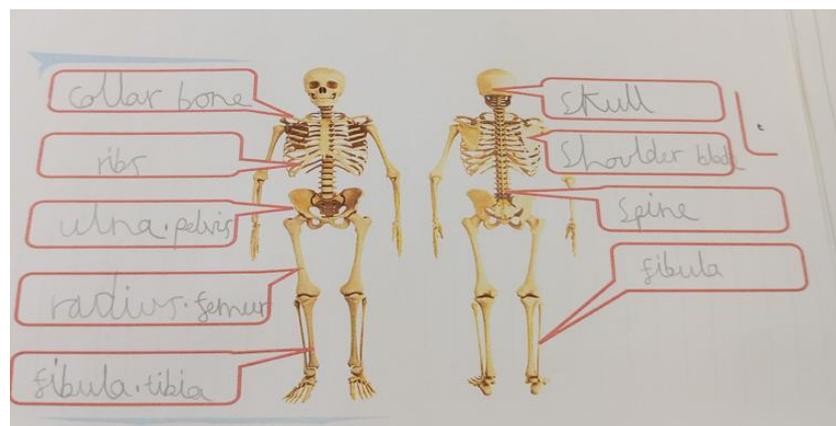


Lesson 6. To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported.

Vocabulary:
protect – skeleton – organs – internal = external vertebrates- invertebrate-

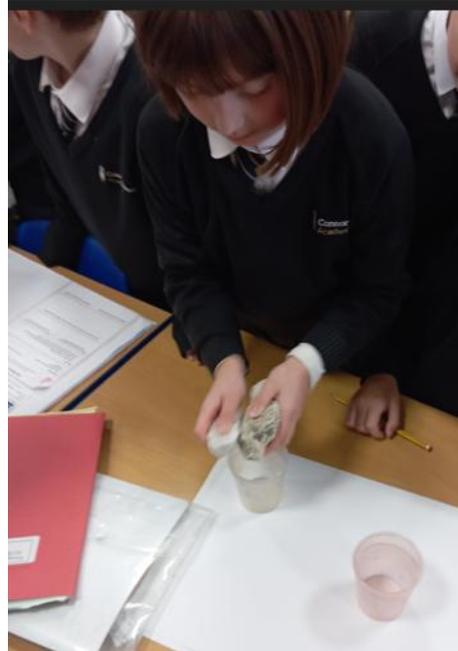
Key lesson knowledge, skills:

SNAIL 	<input type="checkbox"/> I have a skeleton inside my body. <input type="checkbox"/> I have a skeleton outside my body. <input checked="" type="checkbox"/> I have a shell to protect my body.
FISH 	<input type="checkbox"/> My skin is hard which protects my body. <input checked="" type="checkbox"/> I have a skeleton to protect my body. <input type="checkbox"/> I don't need any protection.
CRAB 	<input type="checkbox"/> I have a skeleton inside my body. <input type="checkbox"/> I have an outer skeleton, like armour. <input type="checkbox"/> I have a shell to protect my body.
DOG 	<input type="checkbox"/> My skeleton is outside my body. <input type="checkbox"/> I have a shell that protects me. <input checked="" type="checkbox"/> I have a skeleton inside my body.
WORM 	<input type="checkbox"/> I have a skeleton inside my body. <input type="checkbox"/> I have a shell to protect me. <input type="checkbox"/> I have nothing to protect me.
SPIDER 	<input checked="" type="checkbox"/> My skeleton is outside my body. <input type="checkbox"/> I have a shell that protects me. <input type="checkbox"/> I have a skeleton inside my body.





Our next theme in science was Rocks, Fossils and Soil. We began by searching for natural and man-made rocks in the school environment. The children were excited to study and sort rock samples.



The learning continued with investigations into testing the durability of granite and sandstone rock and exploring the texture and moisture of different soils.



Physical Education

PE has been great fun in the first half term we began by learning the skills to play netball.











Gym followed in the second half term, with the children exploring balance and control in symmetrical and asymmetrical shapes.

The children worked hard together using apparatus to balance and made progress in each session to show symmetry and asymmetry positions in sequences.







Music

In the first half of the term, we started each Music lesson by listening to different songs and using the interrelated dimensions of music (pulse, rhythm, tempo, pitch, dynamics and timbre) to explain why we did or did not like each song. We learned to sing 'Let Your Spirit Fly' and also learned to play the glockenspiels in time with the pulse and composed our own tune using the notes C, D and E.

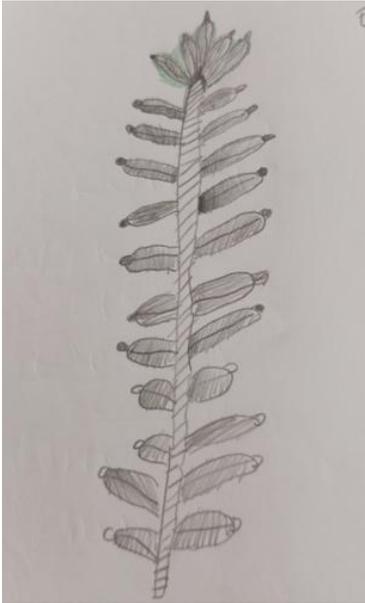


In the second half of the term, as well as learning the songs for our amazing carol service 'Hosanna Rocks', we also learned to play songs on the glockenspiels. We began by using the note D in the songs then included the note E and ended the unit by playing songs with notes D, E and F.



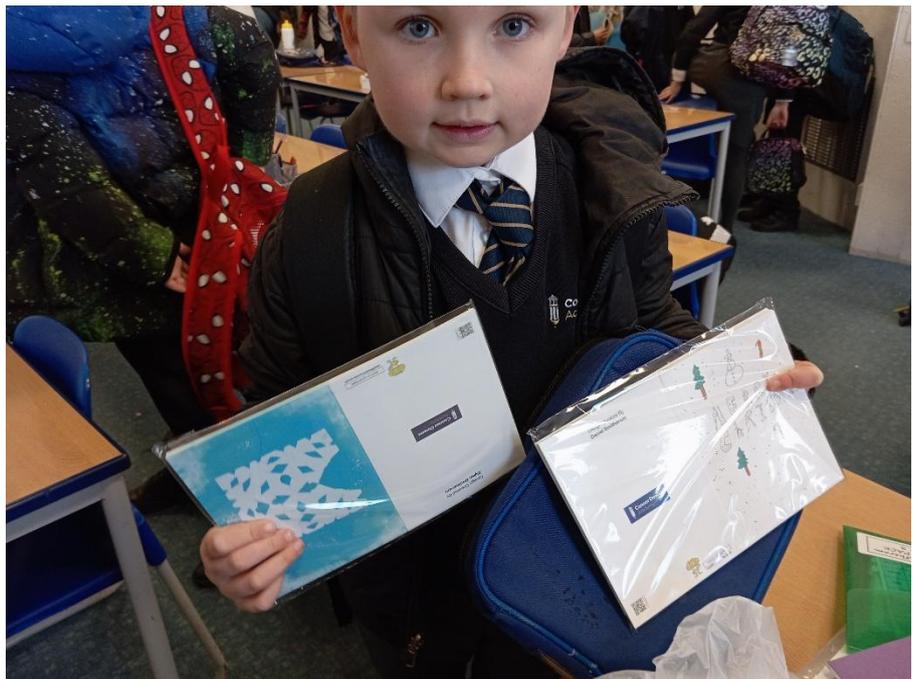
Art & Design

Drawing has been the focus in art, with the class developing their skill in mark making and sketching still life objects while learning about the artist William Morris.



The children learnt how William Morris made wallpaper and textiles before creating their own print tile from a leaf drawing. The class were really involved in the process of printing and delighted with the results as they peeled away the paper to reveal the print.

The class repeated their skills in printing to make Christmas card designs ready for their Cauliflower Card design.



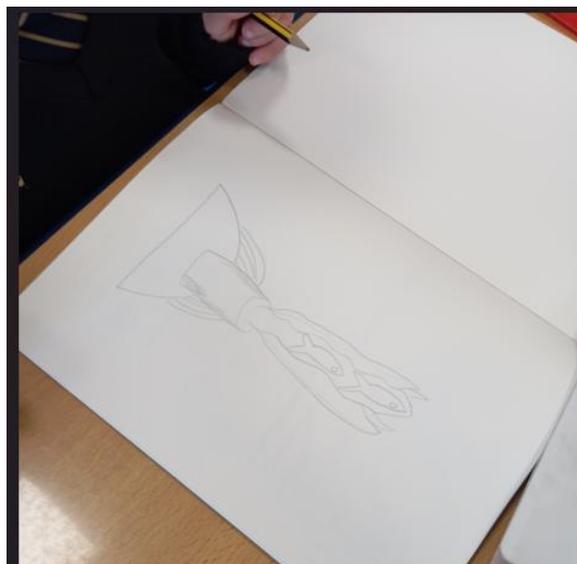


Year 3 had a fantastic day with Cornish artist: James Eddy in November.

James began the day sharing his sketchbooks and drawings for his sculptures.

The children were excited to see and touch some of the sculptures he had brought into class. Later James challenged the children to draw their own drawings for a sculpture before constructing their sculptures out of recycled materials.

A big thank you to James who gave his time to work with the children.







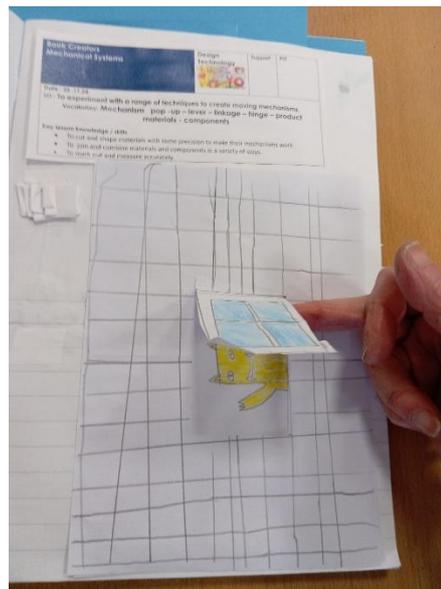
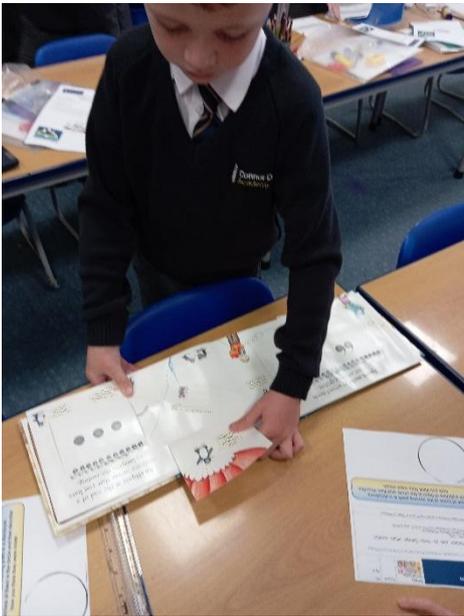


The design brief for the Christmas Fete was to make a Christmas decoration to hang on a tree. The children developed their fine motor skill, folding and cutting to create their trees. Once assembled into a 3d tree the children were excited to decorate them.



Design Technology

Book Creators was the theme for Design Technology. The children began by looking at examples of pop-up books. They considered how the different pop up mechanism worked before learning new skills to make lever, pop out and concertina mechanisms.



Computing

The children have used chrome books to access the software program: Book Creator, this has developed their keyboard skills when typing and editing their text. Learning about branching databases was the theme later in the term. The children worked together in teams to create questions for a data base about animals and robots.



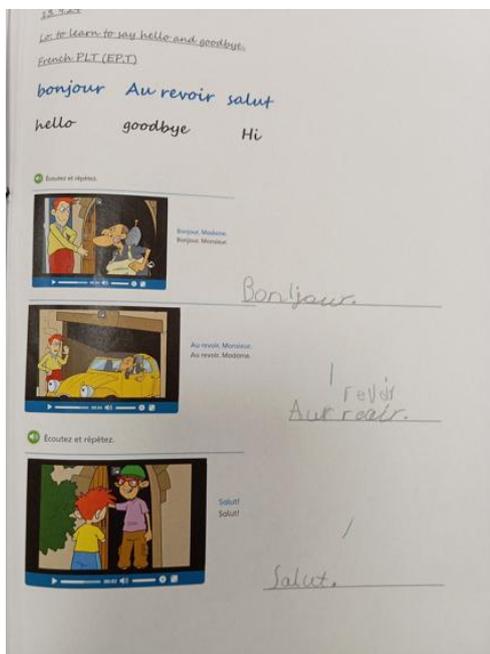
French

In French, the children have been enjoying Rigolo lessons, listening to a French teacher speak and learning to say greeting such as Hello, how are you? Goodbye and counting to 10.



Ça va?

Oui, ça va bien.



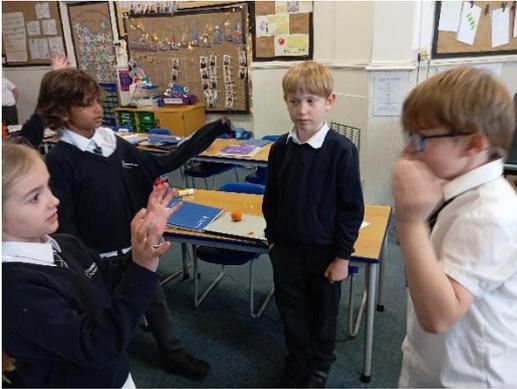
Go Cornish



Year 3 have had fun learning to meet and greet in Cornish when answering the register.

PSHE

In Scarf lessons, the children have worked in teams and groups to discuss and work together on the theme of: Me and My relationships and Valuing Differences. The class have played games and had great discussions, celebrating, respecting and valuing the differences in each other.



19.9.24 **SCARF** Me and My Relationships Lesson 2

LO: to identify people who they have a special relationship with;
LO: to suggest strategies for maintaining a positive relationship with their special people.

The children talked to their friends in class and asked them questions about their friendships for example:

What do they like? What annoys them? How they feel doing fun things together?
How they feel when they fall out? What can we do sort it out? Is it better when we have made up?



1. How can arguments and disputes be settled?
apologise to the person you have fallen out with.



2. What do I do to be a good friend?
be responsible, be calm and respect.



3. How can I help others to sort out their argument?
wait the VC



