



**Connor Downs**  
Academy

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Head of School: Mrs J Eddy



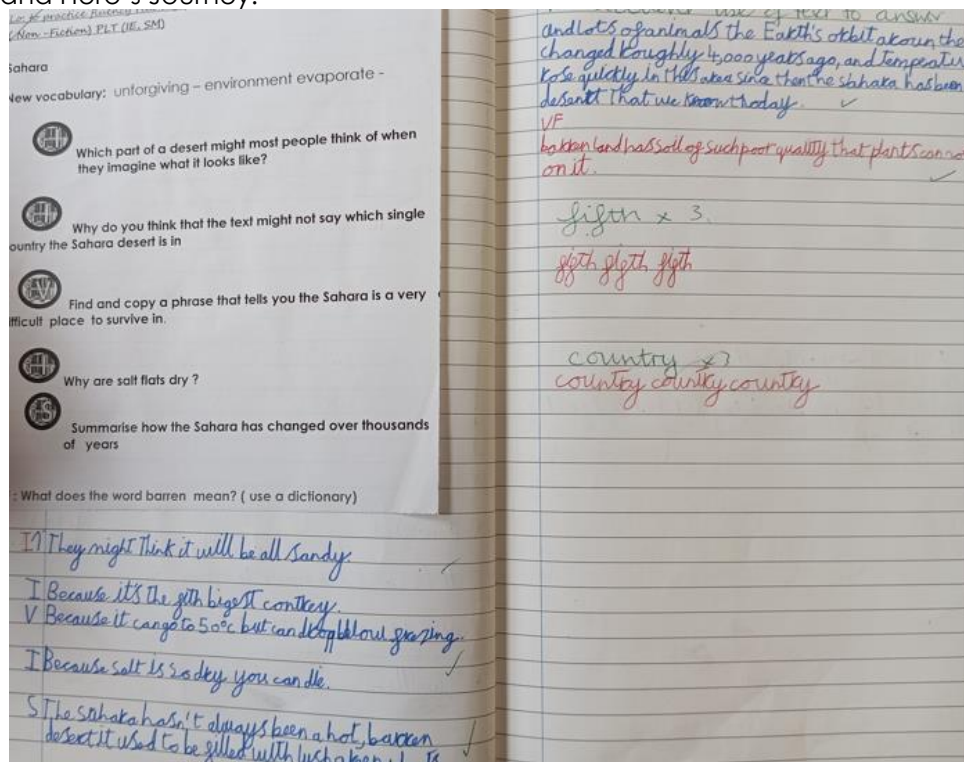
**Connor Downs**  
Academy

Year 3

Summer Term 2024

## English

Year 3 have really enjoyed learning through reading comprehension this summer. We began the summer term learning about the Romans and Hadrian's Wall through a historical information text. Science and geography information texts were also our focus learning about gravity and magnetism to deserts in the Sahara and Australia. Later they learned all about the Hindu worship: Puja and the festival of Ramadan in Islam. It has been great to see the children keen to answer questions on texts in different formats when learning about comic superheroes and poems. The children were challenged to read extracts from fiction books on Summer Detective Agency and Hero's Journey.

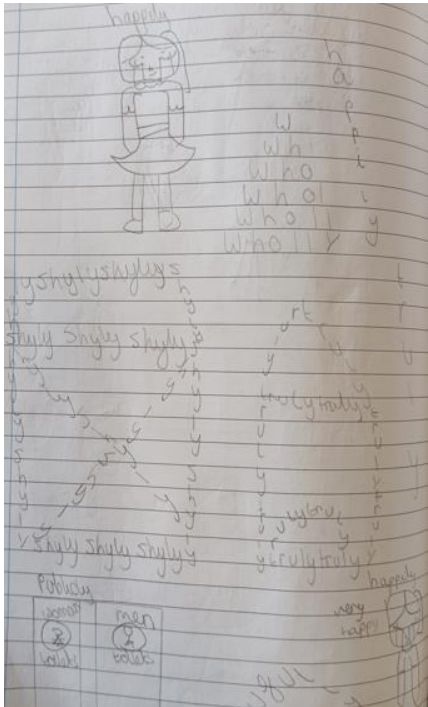


**Worksheet Questions:**

- new vocabulary: unforgiving - environment evaporate -
- Which part of a desert might most people think of when they imagine what it looks like?
- Why do you think that the text might not say which single country the Sahara desert is in?
- Find and copy a phrase that tells you the Sahara is a very difficult place to survive in.
- Why are salt flats dry?
- Summarise how the Sahara has changed over thousands of years
- What does the word barren mean? (use a dictionary)

**Handwritten Answers:**

- and lots of animals the Earth's orbit around the changed roughly 4,000 years ago, and temperature rose quickly in the area since then the Sahara has been a desert that we know today.
- barren land had soil of such poor quality that plants can not on it.
- flith x 3
- flith flith flith
- country x 7
- country country country
- I They might think it will be all sandy
- I Because it's the 9th biggest country
- V Because it can go to 50°C but can't support grazing
- I Because salt is so dry you can die
- S The Sahara hasn't always been a hot, barren desert it used to be filled with lush green plants



The focus for spelling has been to learn spelling patterns and word families for example adding the suffix ly to base words .The children have enjoyed practicing their spellings in word pyramids and words doodles to help learn the spelling patterns.

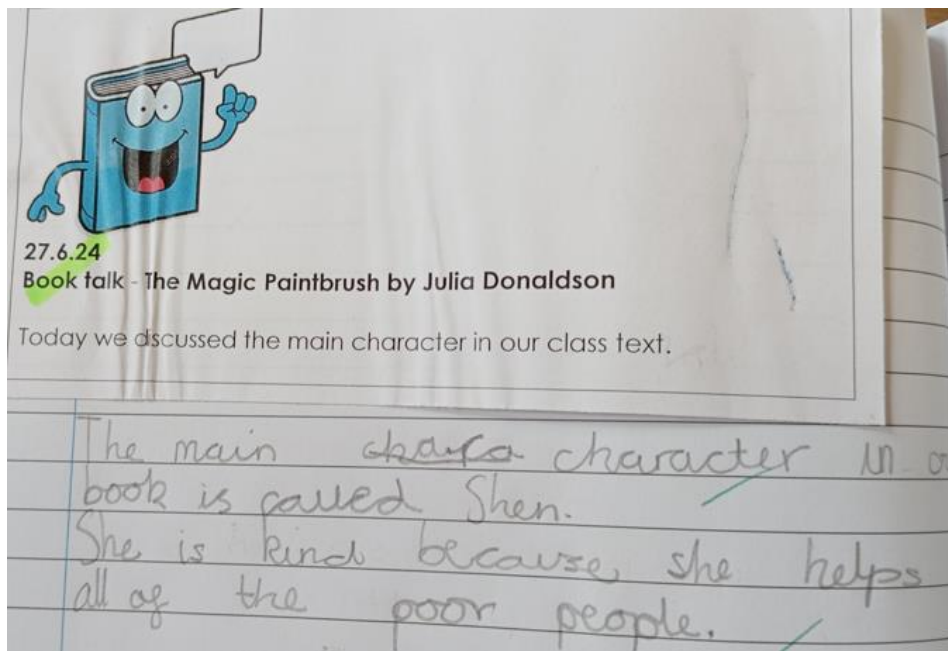
During the summer, our class reading book has been: 'The Butterfly Lion' by Michael Morpurgo. The children have enjoyed discussing the story and analysing the text before writing their own version.

The Sound Collector poem was a favourite with the children learning to read and recite the verses written by Roger McGough. The children are always keen to practice their handwriting so writing the poem was a great opportunity to earn a pen licence.

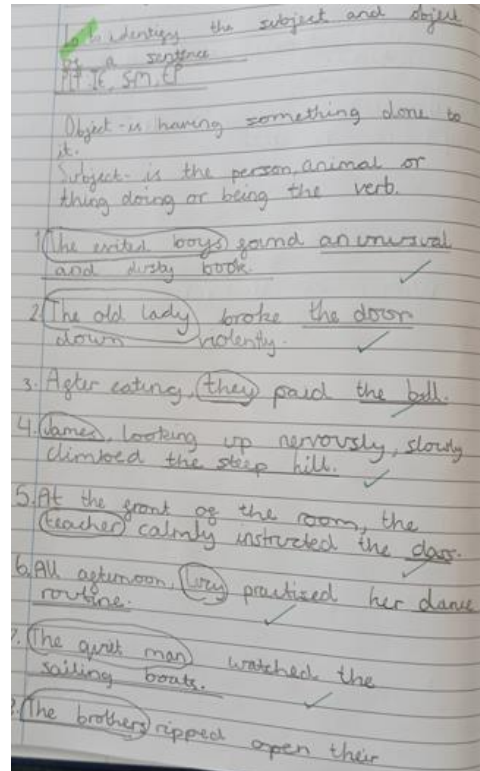
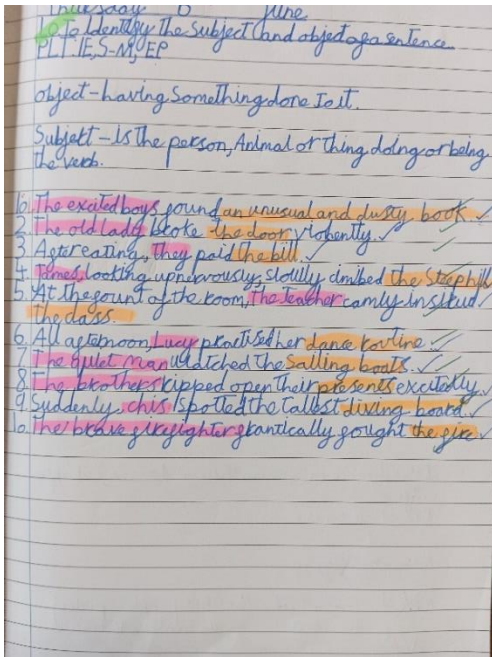




It has been amazing to see the children continue with their enthusiasm for reading and sharing their favourite books and authors in reading for pleasure this term. It was lovely to see some children even bring their books to read on camp night. Our most recent class story was The Magic Paintbrush by Julia Donaldson which we discussed in our Book Talk lessons.

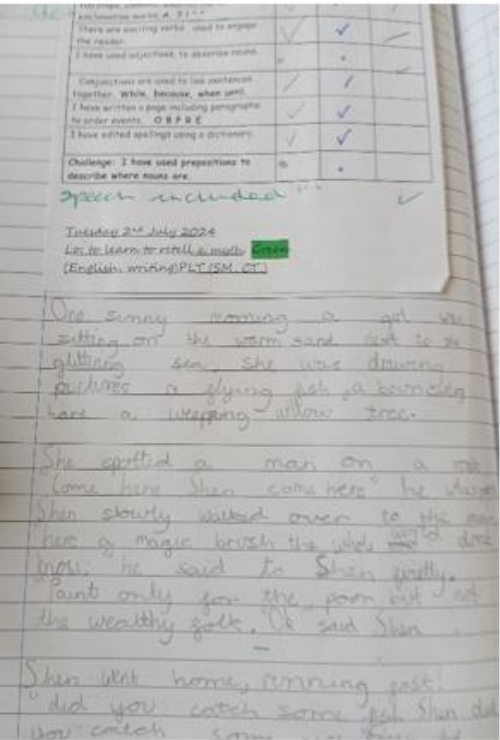
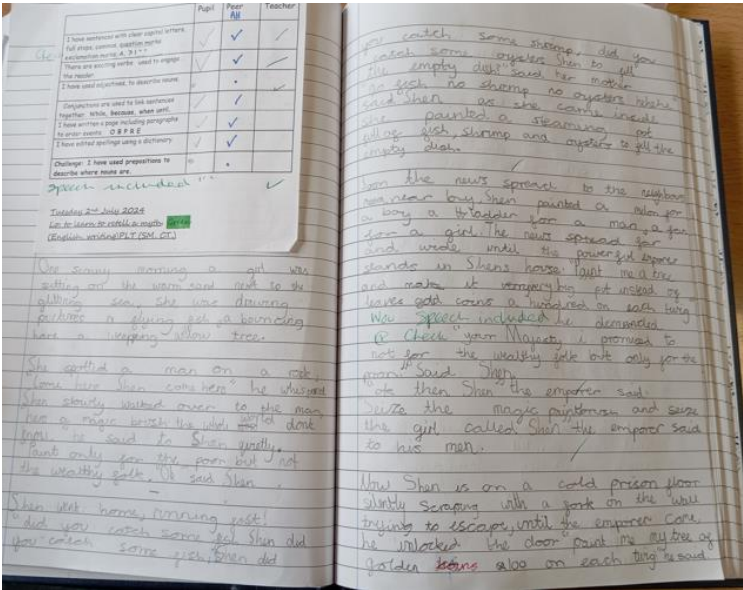






It is great to see the impact of the children's learning in spelling and grammar lessons in their story writing this term. The children were keen to plan and retell the story of The Magic Paintbrush using exciting verbs and adverbs.





## Maths


Year 3 begins each morning with Spiral Maths. The children have continued to practice their skill and confidence working with number facts in addition, subtraction multiplication and charts.

2-12x 2-20x Y3 GREEN 23 heatmap as of 11 Jul 2024

	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

The times table focus this term has been to learn the multiplication and division facts for the 6 times tables. Daily practice continues in our times table books and chanting the times tables aloud with our counting stick. TT Rock Stars of course has been successful in supporting the children to learn quick recall of multiplication facts. The children have shown interest and enthusiasm when working together in their house teams to improve the scores on their team heat maps.

**MASTERY 3**



Amir has five different coins.  
What is the greatest amount of money he could have?  
What is the least amount of money he could have?

The greatest amount he could have is £3.50 and the least amount is 3p ✓

---

**MASTERY 4**

The children have some coins.  
Esther has five coins.  
Kim has four coins.  
Brett has three coins.  
Najah has two coins.  
They each have 202p.  
Which coins could they have?

Esther could have ...  
50p 50p 20p 20p 20p ✓


Kim could have ...  
£1 50p 20p 20p ✓

Brett could have ...  
£1 £1 20p ✓


Najah could have ...  
£2 20p ✓

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**MASTERY 5**



Tiny is working out the total.



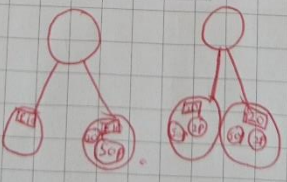
$£6 + £8 = £14$   
 $40p + 70p = 110p$   
The total is £14 and 110p.

Do you agree with Tiny?  
Explain your answer.

I don't agree with tiny because he would be £15.10p  
said  
Tiny is working out the total ✓

$£20 + £20 = £40$   
 $2p + 2p = 4p$   
 $50p + 50p = 100p$   
The total is £40 104p

Do you agree with tiny?  
explain your answer.  
no Tiny didn't convert the p into £  
it would be £14.4p



Our main maths focus in summer term has been measures. The children have worked hard measuring in mass and capacity and money . We continued to learn to measure in metres , centimetres and millimetres.

It was great to see the children apply their knowledge of measuring in cm when learning to find the perimeter of rectangles and squares. Reasoning with money was also popular with the children.





1.  $6 \times 4 = 24$  ✓  
 5.  $2 \times 6 = 12$  ✓

1 Label the clock to show the number of minutes past the hour.

2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.

Is there more than one possible answer for each label?  
 yes

Later in the term Year 3 enjoyed using clocks to support their learning to tell the time using 12- and 24-hour clock. The class enjoy applying their knowledge and skill when planning the days' timetable. The class focused on shape, lines and angles in the last half term.

perpendicular  
 PLT (EP, SM) Intelligent practice

- $3 \times 12 = 36$  ✓
- $12 \times 13 = 156$  ✓
- $36 \div 3 = 12$  ✓
- $36 \div 12 = 3$  ✓
- $4 \times 12 = 48$  ✓

1 Tick the pair of lines that are not parallel.

2 Here are two lines. Draw a parallel line for each one.

a) b)

3 Amir says that the lines are not parallel because they are different lengths.

Is Amir correct? NO  
 Why?  
 because they are the same distance apart.

**White Rose Maths** Date: 20.5.24  
 L.O: To address misconceptions identified through the White Rose end of block assessment  
 P.L.T: S.M.E.P.R.L.

**MASTERY 1**  
 8 5 7      3 3 5  
 + 3 5 7    + 1 7 0  
 -----  
 11 7 0      5 0 5  
 1              7

No eva is of that zone getting it

eva could be: Robotboy - apple and teddy for E 4. 5

**MASTERY 2**  
 E8 - E5 = E3  
 30p - 25p = 5p  
 E8 and 10p = E3 and 30p = E3 and 10p


Do you agree with Ting?  
 Explain your answer.


no I don't agree with Ting because it is E 12 . 9 10


**MASTERY 3**  
 a teddy costs E8 and E5p.  
 a football costs E3 and E4p.  
 teddy bear is more than and is football.


no I agree with E 12 . 9 5 p  
 teddy change

7. What is the name of each shape?

a)  heptagon




b)  nonagon

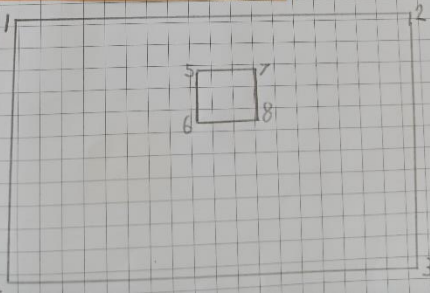
c)  octagon

d)  decagon

How do you know?  
 Talk about it with a partner.


8. Each shape has at least one pair of parallel sides.  
 Draw on the shapes to show the parallel sides.

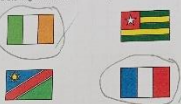



9. Here are some flags.



a) Circle the flags that have horizontal stripes.



b) Circle the flags that have vertical stripes.



c) Is the statement true or false?  
 "The flag has vertical and horizontal stripes."  
 True false

This is a flag has a vertical and horizontal stripes  
 (time) on game  
 Both horizontal and vertical lines can be identified a ten frame game  
 time

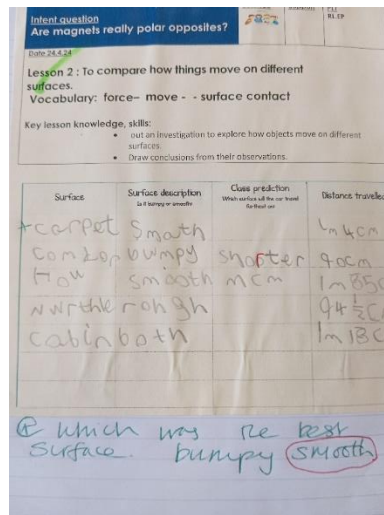
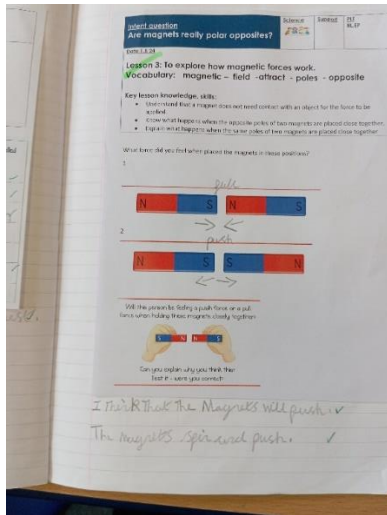


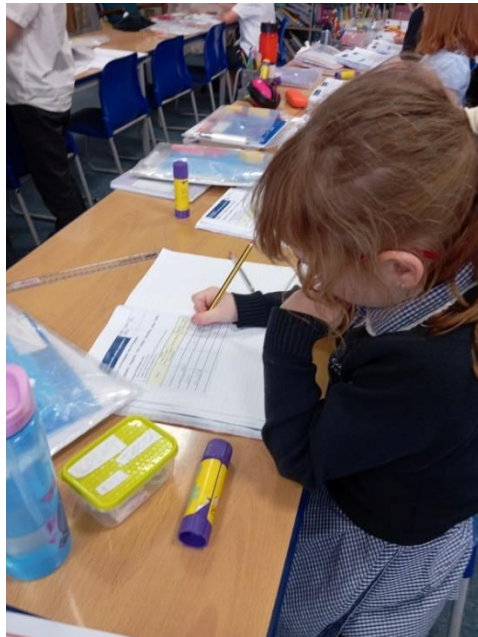


## Science

In Science, there was a buzz of excitement as the children worked in groups to investigate magnets and forces at the beginning of the term.











Science morning was great fun, when parents joined the class to help carry out an investigation to make a rainbow grow.

Linked to their previous lessons about capillary action in plants the children worked with parents to set up the experiment and wait for the rainbow coloured liquid to grow.

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The children were thrilled as the rainbows started to absorb the water and change colour . It was lovely to see the children working in teams and sharing their learning with the parents.

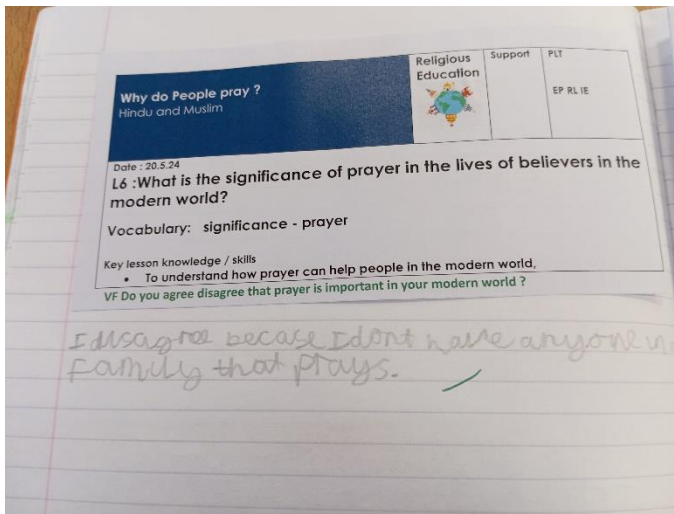




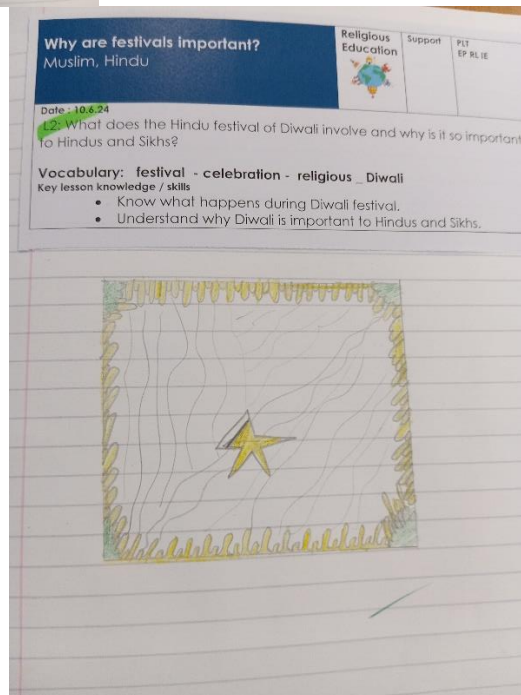
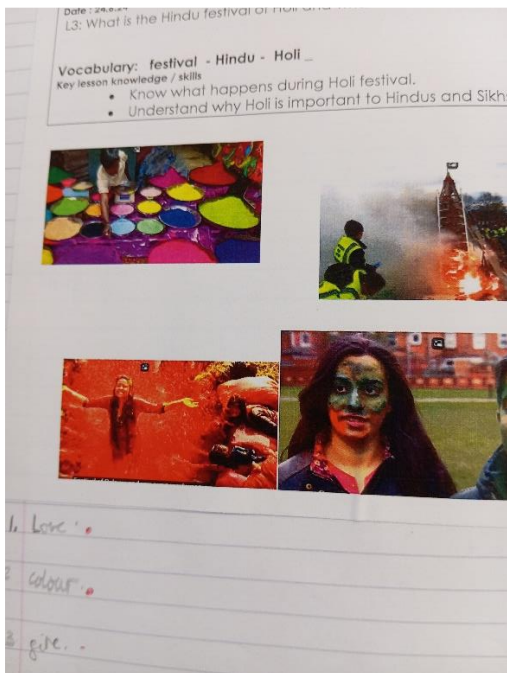


## R.E

In Religious Education, year 3 have learned and discussed the intent question Why people pray, comparing the religions of Christianity and Hinduism.



Later in the term we looked at the special times and celebrations in our lives comparing them with religious festivals such as the Hindu festival of Holi and the Muslim festival of Eid el Fitr.



## PSHE

Year 3 have continued to participate in our SCARF curriculum, learning to discuss and explore their feelings and use new vocabulary to discuss their thought and opinions.




We have discussed themes on Being our Best and Growing and Changing. The children have shared mature, thoughtful answers and shown great cooperation in class discussions.

**SCARF** Relationship tree VF Tell me who you have a relationship with.

Lesson 1: Identify different types of relationships; Recognise who they have positive healthy relationships with.

Vocabulary: Self-esteem Caring Community Emotional needs Friendship Respect Support networks Trust Family Relationships education.



**I am Fantastic! – Achievement Audit**

Name: JAMES

Something that I am good at:  
SWIMMING ✓

Something I can improve:  
FOOTBALL ✓

How can I improve this?  
PRACTISE ✓

Something I have achieved:  
SWIMMING ✓

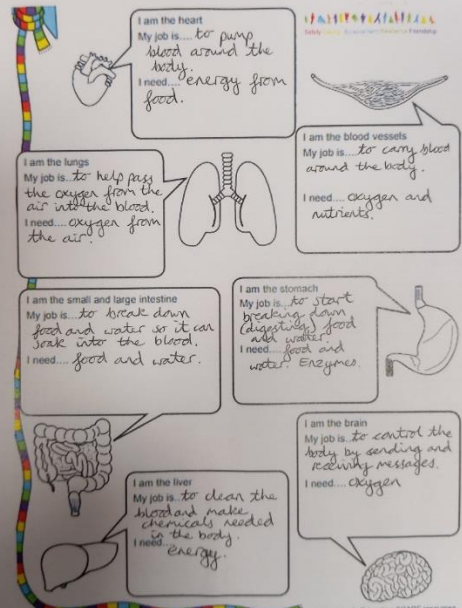
I would like to see more of these types of people on television and in magazines:  
disabled ✓

I only see them when:  
THEY ARE RECORDED.  
ETHNIC MOMIES ✓

It would be great to see more of these people doing these kind of things:  
TRAINING ✓

2.5.24

- Lesson 3: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.
- Vocabulary: Body parts - Cooperation - Science - Teamwork



**I am the heart**  
My job is... to pump blood around the body.  
I need... energy from food.

**I am the lungs**  
My job is... to help pass the oxygen from the air into the blood.  
I need... oxygen from the air.

**I am the small and large intestine**  
My job is... to break down food and water so it can soak into the blood.  
I need... food and water.

**I am the liver**  
My job is... to clean the blood and make chemicals needed in the body.  
I need... energy.

**I am the stomach**  
My job is... to start breaking down (digesting) food and water.  
I need... food and water; enzymes.

**I am the blood vessels**  
My job is... to carry blood around the body.  
I need... oxygen and nutrients.

**I am the brain**  
My job is... to control the body by sending and receiving messages.  
I need... oxygen.

© Coram Life Education SCARF resources



It was a great opportunity for the children to develop their speaking aloud skills when explaining about World Fair Trade Day in our Key Stage 2 Scarf Assembly .







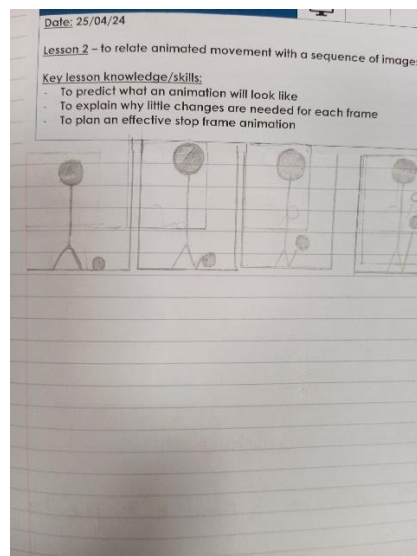
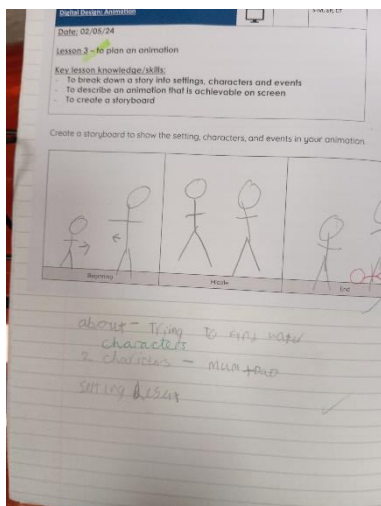


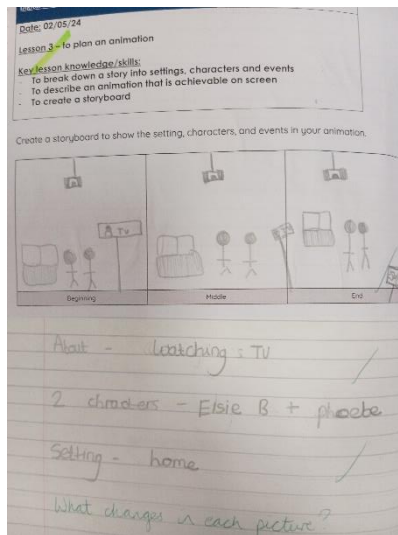
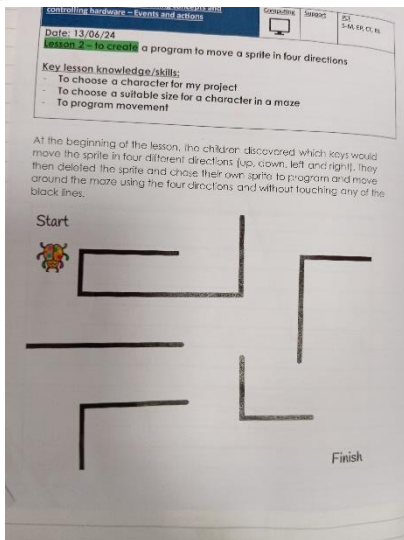


## Computing

This term in Computing, Year 3 began the term by learning about animation. They learned what animation is and how to relate animated movements with a sequence of images. They then planned an animation, worked consistently and carefully to create an animation,

reviewed and improved their animations before evaluating the impact of adding other media to their animations.

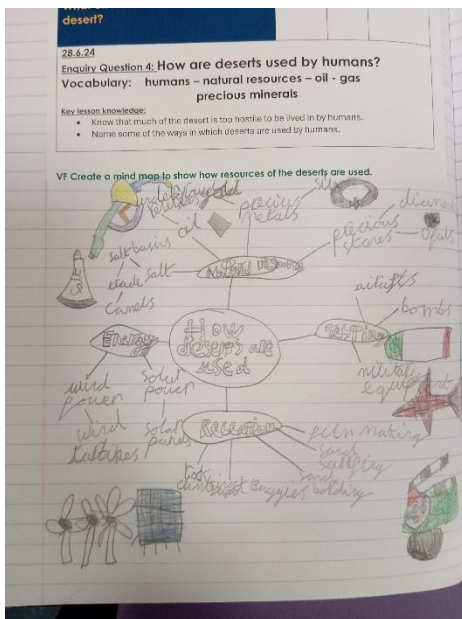




During the second half of the term, the children used their programming skills to explain how a sprite moves in a Scratch project and then created a program where a sprite moved in four directions. They then adapted a program, added features to a program and identified and fixed bugs in a program. They finished the topic by designing and creating a maze-based challenge.

## Geography

This term we have learnt about the deserts of the world. The children have used atlases to locate the deserts and learn about the classification of a desert. They were surprised that Antarctica is also a desert due the lack of rainfall.



The children have learned to use line data charts to analyse the rainfall and temperature of deserts in Africa, South America, Antarctica and Australia. We have looked at the how people live in deserts and created a mind map to show how the resources in deserts are used.

**What effect does erosion have on a desert?**

18.6.24 Enquiry Question 3: How are deserts formed?

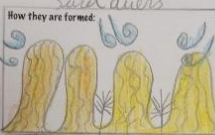
**Vocabulary:** formation – erosion – particles – mesas

Six lesson knowledge:

- Know that deserts change over time.
- Know how sand dunes are formed.
- Describe the process of erosion to create various rock formations.


*sand dunes*

**How they are formed:**




**Rock pillars**

**How they are formed:**




**Mushroom rocks**

**How they are formed:**



Can you use the clues to help you complete the key for this map showing the deserts of the world?



1	Antarctic	10	
2	Great Australian	11	Kalahari
3	Gobi	12	
4	Great Basin Blue	13	
5	Ladakh	14	
6	Mojave	15	
7	Namib desert	16	
8		17	Sonoran
9		18	

**CLUES**

The Antarctic is the largest and most southern desert in the world.	The Atacama Desert is in South America. Part of this desert is in Chile.	The Arabian Desert is part of the desert of Africa. It covers countries such as Saudi Arabia and Yemen.	The Mojave Desert is in the USA. It is south of the Great Basin and north of the Sonoran Desert.	The Sahara Desert is the largest desert in Africa. It is in the north of the continent.	The Great Australian Desert is a group of deserts in Australia.
The Gobi Desert is in Asia and it is between India, China and Mongolia.	The Great Basin Desert is in North America. It is the most northern desert in the USA.	The Patagonian Desert is in Argentina in South America.	The Kalbari Desert is the most southern desert in Africa.	The Takla Makan Desert in China. It is to the west of the Gobi Desert.	The Iranian Desert is in Iran in Asia.
The Sonoran Desert is in the USA. It is between the Mojave and Chihuahuan deserts.	The Namib Desert is just north of the Kalbari Desert.	The Swakara Desert is in South America. It is in Peru and is north of the Atacama Desert.	The Chihuahuan Desert is in North America. It is in both the USA and Mexico.	The Thar Desert is in Asia. Countries of the Thar Desert are India and Pakistan.	The Samal Desert is in Somalia in Africa. It is just south of the Sahara.

## History

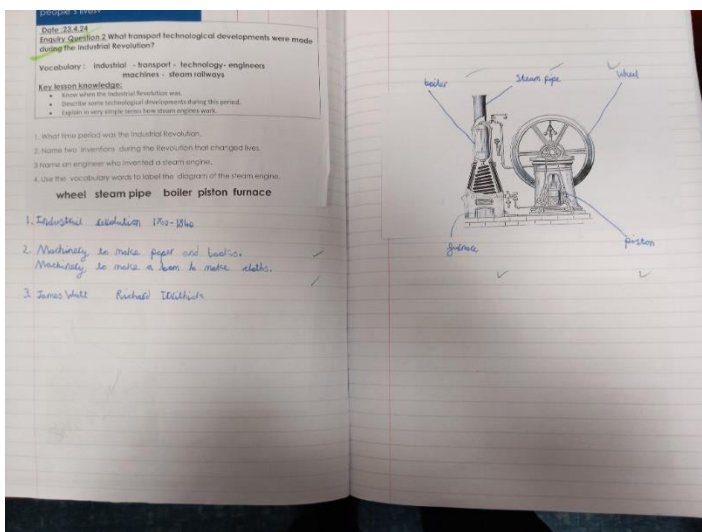
Year 3 were interested to learn about the Industrial Revolution. We began by looking at what life was like for families in the 18<sup>th</sup> century before the invention of trains.

The children were keen to learn about the Cornish Inventor: Richard Trevithick.

Through drama, year 3 learnt about the impact of Trevithick's first steam locomotive engine on the people of Camborne. The children acted showing their surprise and amazement as 'The Puffing Devil' travelled through the streets on Christmas Eve in 1801.







## P.E.

The intent of year 3 dance sessions this half term was “ How can we move like excellent dancers? “

The children really showed us they could move like excellent dancers as they performed for an audience of reception class and Year 5 class. It was brilliant to see the children show their balanced shapes and moves which they had choreographed together. A big thank you goes to Rosie our teacher from Mounts Bay Academy who led the sessions each week.









During the second half of the term, the children completed problem solving challenges. They looked at what makes an effective team and focused on understanding the importance of cooperation, collaboration and communication.



## Cricket

Well done to both of our year 3 Cricket teams A and B who took part in the recent Cricket tournaments . They worked hard and showed resilience and great team work so that they could reach the final at St Stepehen. Here are the thoughts from the children.

“On Thursday 4<sup>th</sup> July ,6 of the Year 3 children went to play cricket at St Stephens.” reported Amelia

“Our first match with Devoran was 69 -20 to us”, reported Tommy.

Our second match was with Brunel B. Amelia said, “We all played really well”

“Because we all worked together “Sonnie replied .

“Tommy got his first six and we won 3 and lost 2” announced Barney.

“We hit 4 and 6! Jack was really pleased to see Tommy bat a six and hit a clock on the roof too.” Declared Lissi.







## Character education

In a previous character lesson, we discussed what the children would like to do in their future careers. Careers Day was a great follow on from this lesson. The children had an exciting morning with hands on experience exploring a Scania lorry , crane lorry and a police car .







In class the children learnt about the role of a paramedic , artist and working in customer services. Thank you to the parents who supported the event.







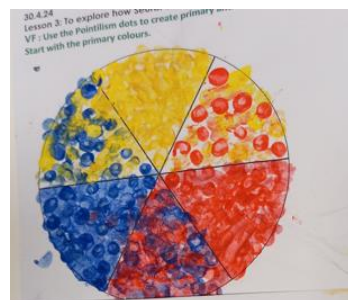
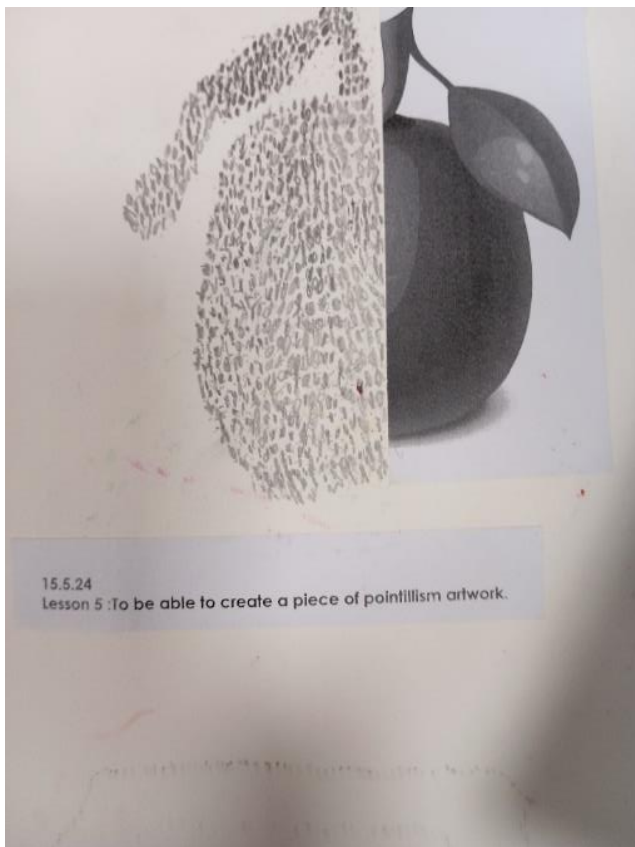


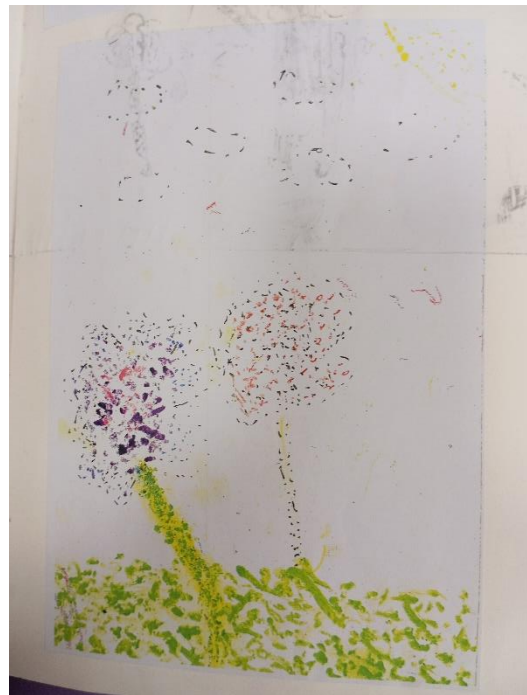


## Art and Design

Year 3 learned about the French artist Georges Seurat and his style of painting called Pointillism. The children explored creating pictures using the dots then mixed colours using dots of primary paint to create an illusion of secondary colours .

Finally, they created their own images using the pointillism style





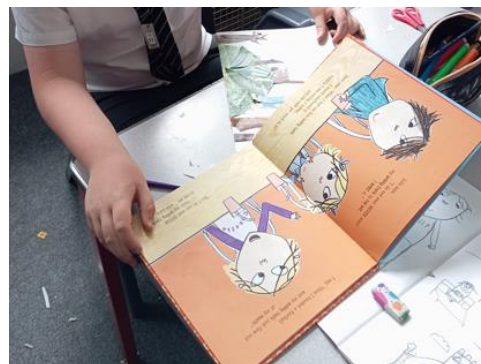


### Art Competition

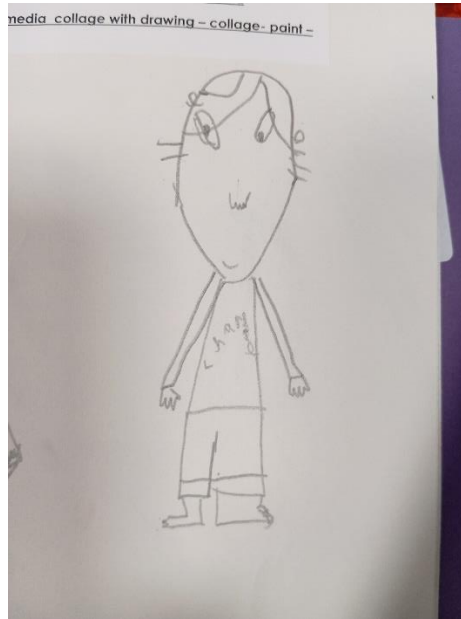
Sophie was successful with a beautiful collage she created at home. Well done also to Elowen, Zak, Phoebe, Toby, Daniel and Mackenzie in year 3 who also entered their artwork created in school. It was seen on display in: "The Big Pink Tree" florists, Hayle.

### Art Morning

During Art morning year 3 worked with year 4 children to learn about the illustrator: Lauren Child. First they learnt the steps of drawing the characters of Charlie, Lola and Clarice Bean before creating their own sketches and collages.







## Artist Workshop



Year 3 were thrilled when artist Jenni Burrows came to work in class. Jenni began by showing the children her own mixed media work and sketchbooks.

Then the children set to work creating their own art work looking at the still life objects set up by Jenni. The children were very busy using collage, drawing and mixing paint. It was fantastic to see the different age groups working alongside each other.







## Design Technology

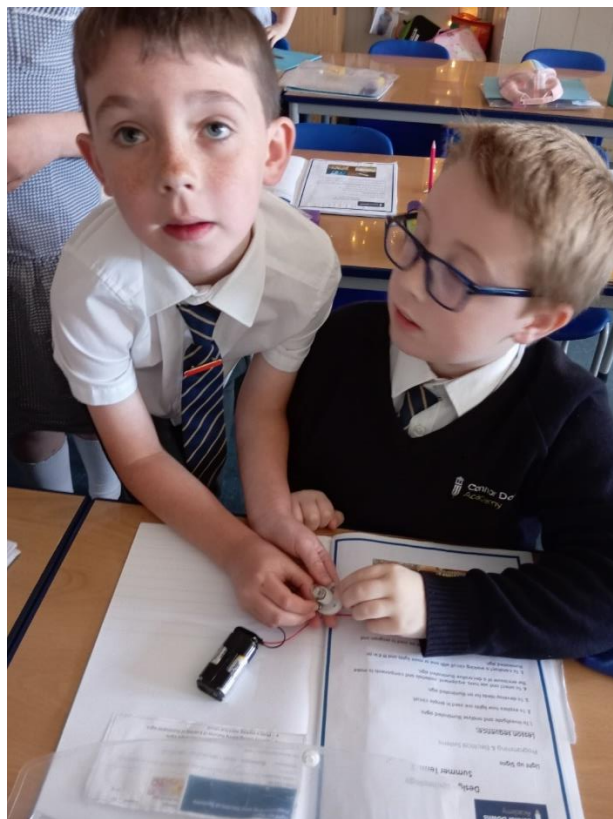
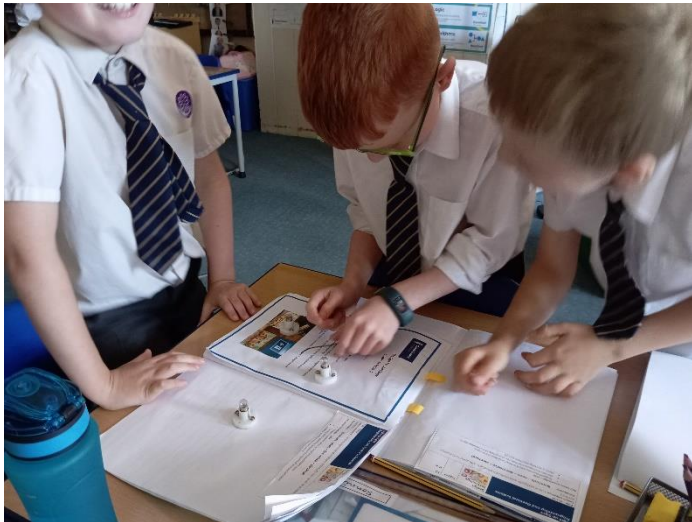
The project theme was to learn about Light up Signs , the class began by learning how to make a circuit work with batteries and bulbs . It was great fun as the children worked together to make the bulb, light up.









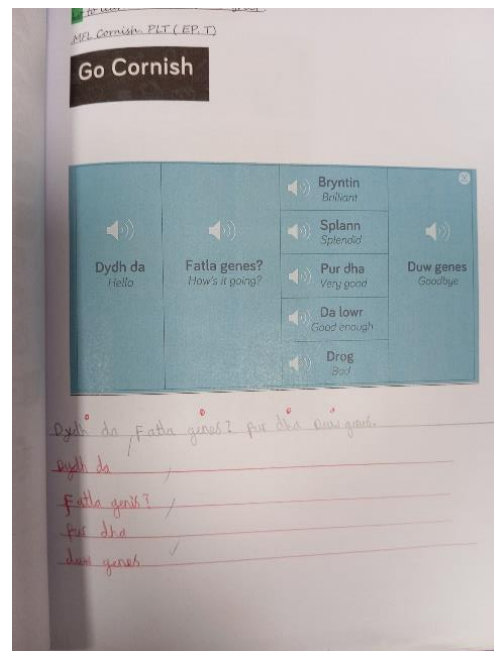
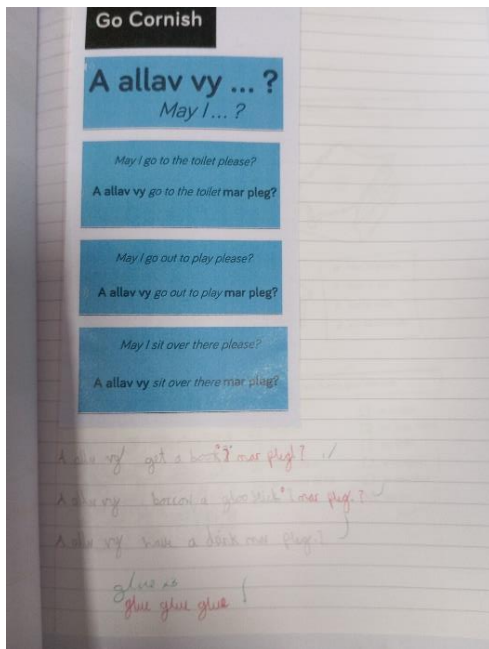


Next, the children set to work to construct their light boxes and testing them using their light circuits.



## Modern Languages

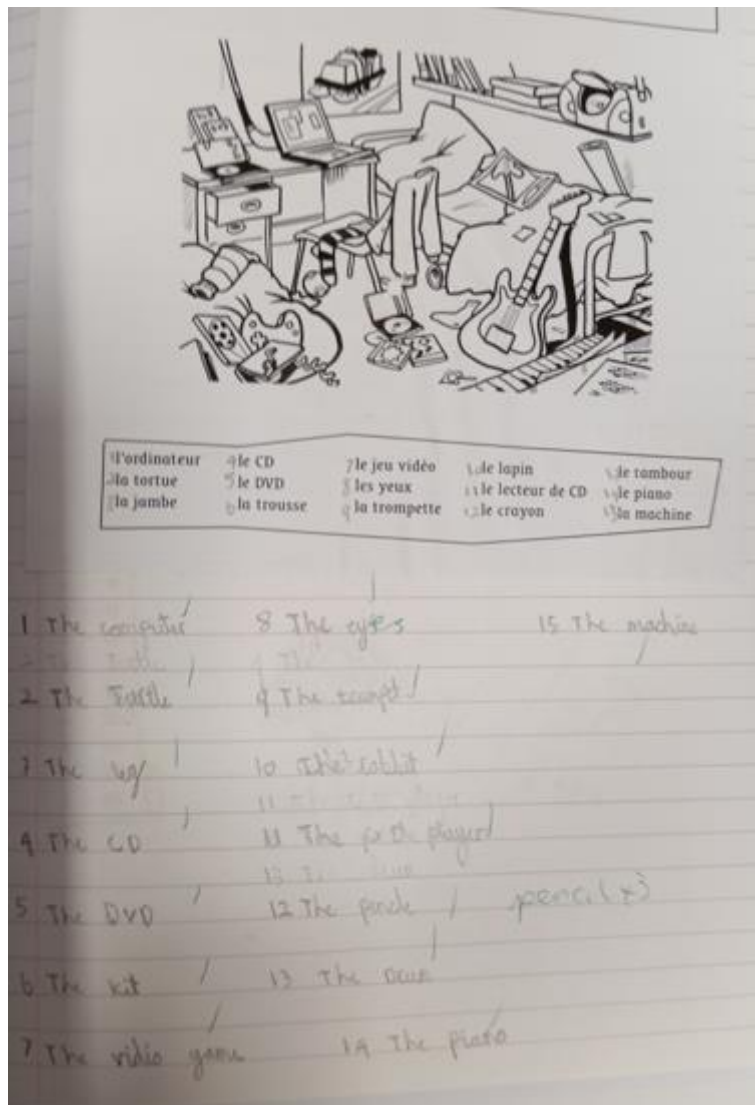
### Cornish



This term, year 3 have been enjoying learning more Cornish greetings and classroom requests.

## French

In French, we began by learning to name classroom objects .Later in the term the children learnt simple vocabulary to describe their size , eye and hair colour and personality .





## Music

In Music this term, the children learned to sing, and play the glockenspiels for the song 'Bringing Us Together'. In the second half of the term, we followed the reflect, rewind and replay topic. In this topic, the children listened to classical songs, identified the instruments they could hear within a range of songs, explored the meanings of the interrelated dimensions of music and practised singing three songs they had learned this year ready to perform them.

During each music lesson, the children listened to a range of songs and decided whether they liked them or not. They used the interrelated dimensions of music – pulse, rhythm, pitch (high and low sounds), tempo (speed of the music) and dynamics (how loud or quiet) - to explain why they did or did not like each piece they listened to.

## Pasty Day

Year 3 had a fantastic morning on Wednesday, making Cornish pasties with the team from Prima bakeries. Funded by The Cornish Pasty Association the children learnt about the History of the Cornish Pasty and were surprised to hear that pasties have been made and eaten for eight hundred years!













They learnt how miners ate pasties when working down the mines and loved shouting " OGGY OGGY OGGY OY OY OY " as they made their own pasties . It was tricky learning to fold and crimp the pasty, the children were rewarded with the delicious smell of pasty as they came out of the oven.

Thank you to Kerris, Sue and Jackie from the Cornish Pasty Association, The Friends of Connor Downs who organised the event and Mrs Allen school chef who cooked the delicious pasties for Year 3.







## Year 3 Camp

Year 3 experienced a fantastic camp night. We were all extremely excited as we began our walk from Gwithian Camp site through the dunes towards Gwithian beach. On our arrival at the beach the children clambered over the rocks to go rock pooling in their teams .









The class were thrilled as they discovered: shrimps and goby fish, mussels, limpets, green crabs and sea anemones.

The sandy picnic was very welcome before the sand sculpture competition. Everyone worked well to create some amazing artwork in the sand including mermaids, castles and volcanoes.

Year 3 set off back through the grass back to camp to toast marshmallows on the campfire with Mr. Costello.

The night continued with an entertaining talent show of singing, joke telling, rugby and acrobatic demonstrations to name a few. The night finally ended with stargazing before we



settled down in our tents to sleep. In the early morning, the children were delighted to see pipistrelle bats flying over our tents before breakfast.













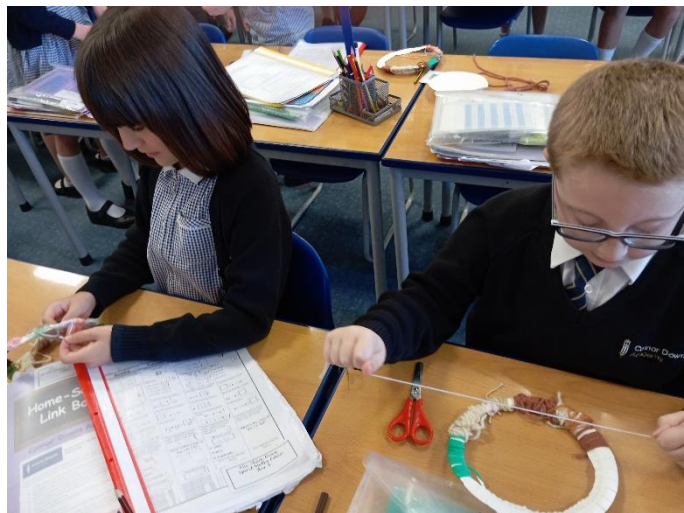






## Dream Catchers

Year 3 decided to make dream catchers to sell at the school fete. They were excited as they set to work weaving the wool donated by our Hub Councillor Diane Brown. What a brilliant job the children did helping each other to complete their dream catchers ,sweet dreams!











# Connor Downs Academy

Head of School: Mrs J Eddy

