



Autumn Term 1 - Year 3

<https://y3meadowside.edublogs.org/>

Dates for your Diary:

5th and 6th September: Staff Training Days (School Closed)

Wednesday 7th September: School Opens

Friday 21st October: Last Day of Term

Monday 24th – Friday 28th – Half Term

Key Information



P.E. this half-term will be based around tag rugby. The children will have PE with Mrs Portway on **Wednesday afternoons**, and with Total Sports on **Friday mornings**.

On Monday afternoons, the children will be taught by Miss Brown. This term, she will be teaching Art.

In Year 3, children are **not** provided with a snack in the morning. They are welcome to bring in their own fruit and vegetables to eat during Morning break.

*Please ensure all items of uniform are **named** (including P.E. kits). Please also make sure your child has a pair of wellies for Forest school/Welly Play. We have lots of spares at school, so please ask if you need a pair.*



Homework

- Homework folders are due in on Thursday, and handed out again on **Friday**.
- In Year 3, Homework is made up of spelling, times tables and reading.
- The children will have a spelling dictation (spelling test) on a **Thursday**.
- Children will swap their reading books on a **Friday**.

Reading



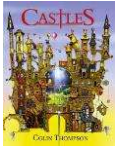
- Banded Reading books are taken home on a Friday. Children's book bands will be reviewed regularly.
- Each child will have a Book Club book that they will read and discuss at home and school. These will be changed each half term. Please see the Medium Term Plan for more information.
- All children will bring a Reading for Pleasure book from the library home each week on Thursday. Please make sure these are returned!

Our Learning

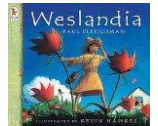
We will start the term with **RE week**, focused on belonging and community. We will be learning about Christian, Muslim and Hindu ideas of God, and consider the impact of believing in God on different people. We will read the book *What is God* by Etan Boritzer.



Our **Big Idea** this half term is "I am part of my community." In **History**, we will be learning about Knaresborough Castle. In **Geography**, we will be looking at our local community, focusing on land use. In **Science**, we will cover animals including humans.



Linked to our **Big Idea**, our English learning will be inspired by two high quality texts, *Castles* by Colin Thompson, and *Weslandia* by Paul Fleischmann. Inspired by these books, we will create descriptive writings and travel brochures.



In **Maths**, we will start with place value, and then move on to addition and subtraction. We will revise our 2-, 5- and 10-times tables, before starting to learn our 3s.

In **Art**, we will be focusing on mark making, drawing and sketchbooks. In **DT**, we will be exploring seasonal foods. In **Computing**, we will start by revising e-safety, before moving on to coding. In **Music**, we will be learning the song Bringing Us Together. In **French**, we will look at French phonics, basic greetings and numbers.

For more information, please see the Medium Term Plan on the website.

Useful Website Links

Children will be given their log-ins and passwords in the first few weeks of term.



Purple Mash: We use Purple Mash for our computing and spelling lessons. Children can practice their spellings using the spelling quizzes, as well as trying out lots of curriculum activities:

<https://www.purplemash.com/sch/meadowside-hg5>



TT Rockstars: Children can use TT Rockstars to practice their times tables:

<https://play.ttrockstars.com/auth/school/student/18128>



Reading Plus: Children will complete assessments at school this half term, and then will be able to use Reading Plus at home:

<https://student.readingplus.com/seereader/api/sec/login>

Site Code: rpmeado12



Marvellous Me: Marvellous Me is an app which allows you to communicate with your child's teacher. Individual join codes will be given in the first few weeks of term.

<https://marvellousme.com/>



The mindful approach to P.S.H.E.

Being Me in My World: Year 3

RELATIONSHIPS EDUCATION	
Caring Friendships	<p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>
Respectful Relationships	<p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults</p>
Online Relationships	<p>(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p>
Being Safe	<p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R32) where to get advice e.g. family, school and/or other sources</p>
PHYSICAL HEALTH AND MENTAL WELLBEING	
Mental wellbeing	<p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>

Vocabulary and language to be introduced as age and developmentally appropriate:

Autumn 1
<p>Being Me in My World</p> <p>Welcome, personal goal, acknowledge, affirm, valued, solutions, support, fairness, dynamics</p>