



Wembdon St George's Church School
Curriculum Information
Classes 7JP & 8CS
Autumn Term 2019

Dear Parents and Carers,

The children made a fantastic start to the term. We are pleased to report that they are all working hard and have settled well into Year three.

The children are enthusiastic about our topic-based classwork on the Battle of Sedgemoor and castles.

This letter contains information on class routines and organisation and details of the topics we will be studying in class over this term.

Early Birds 8:40 – 8:55: The children have activities and jobs to do from the moment they enter school.

Start of the school day 8:55: Well done to all those children who regularly arrive promptly so that we can begin our work at 8:55. It is important that all children arrive on time. If a child is 5 minutes late it can mean they are disorientated and confused. This may unsettle them for the rest of the morning. It also slows down the pace of learning for other members of the class, as we must stop to help that child catch up.

Reading Books: Reading books will be changed once a week by Mrs Parker and Mrs Jarman. Please encourage your child to re-read the books that have been sent home. Re-reading books is not just enjoyable for children, but helpful too. Children learn through repetition. A study on language acquisition found that children pick up new vocabulary quicker from repeated readings of the same book than when they encounter the same words in different new texts. This is especially helpful for English Language Learners. Multiple readings of the same book support them as they learn new words, phrases and sentence structures. It also boosts their self-esteem and confidence.

Mrs Parker and Mrs Jarman will check reading diaries throughout the week to see who is reading at home. If you are finding the books too difficult or too easy for your child, please let me know.

Bug Club Phonic books: Some children will also take home a 'Bug Club' book to support their phonics knowledge. This allows them to practise decoding new words using their phonics knowledge.

Homework: This will usually be given out on a Thursday to be returned on the following Thursday. We will not always state that learning the Common Exception Words is their homework – but it ALWAYS is! It is essential that these are practiced little and often, and for this reason, your child's first test result is stuck in their Homework Book. Homework also includes daily reading – please make sure you sign your child's reading records so we can ensure that they are reading at home.

Presentation of work at home and school: The main focus for us, with regard to presentation, is that the children will learn to demonstrate the following in their written work: clear handwriting; mistakes crossed out neatly; writing to start at the edge of the page; use of a ruler if drawing a straight line; writing with a sharp pencil. Further to this our focus will also be on the use of capital letters, full stops and finger spaces in writing.

The Team:

Class 7JP Mrs Pond – class teacher, Mrs Parker – TA in the morning

Class 8CS Miss Curtis – class teacher Monday to Thursday, Mrs Sparkes – class teacher Friday, Mrs Jarman – TA in the morning.

Mrs Parker will then work across year 3 in the afternoons to provide interventions to support the learning of specific groups of children.

Mrs Ibbotson, Mrs Bell and Mrs Bryant support specific children through the day across KS2

P.E: On Tuesdays, year 3 teachers have PPA time (Planning, Preparation and Assessment time) and both classes will be taught by Mrs Garcia and Miss Lovell for P.E. Mrs Garcia will teacher French, PSHE and recorders. All children in Year 3 will require a recorder.

Swimming: Swimming will take place every Wednesday afternoon. Your children will travel by coach to and from Chilton 1610 Swimming Pool, where they will receive closely supervised swimming instruction from qualified swimming instructors.

The children will need swimming costumes/trunks, goggles, a large towel and a swim bag.

Please note that earrings and other jewellery should be removed on the days that children do PE and swimming.

Autumn Term learning objectives:

Subject	Content
English:	<p>Reading: We are currently introducing the Accelerated Reading Program. Every child will be tested and given an appropriate book. Further details will follow about how children are tested and quizzed from Mrs Tiller our Reading Coordinator.</p> <p>Phonics, Grammar and Spelling:</p> <p>Recap of year 1 and 2 grammar</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • How words can combine to make sentences • Sequencing sentences to form short narratives • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Spelling</p> <ul style="list-style-type: none"> • Beginning of term • to revise the common words from Y1/2 • to revise the understanding of adding suffixes (ed/ing/er/est/ly/ful/less) • to revise the understanding of creating plurals (es/s/ies) <p>Autumn Term 1</p> <p>Week 1 - Words with the long /e/ sound spelt with ei</p> <p>Week 2 - Words with the long /e/ sound spelt with ey</p> <p>Week 3 - Words with the long /e/ sound spelt with ai</p> <p>Week 4 - Words with / / sound spelt with ear</p> <p>Week 5 - Homophones & near homophones</p> <p>Week 6 - Homophones & near homophones</p> <p>Week 7 Review Week</p> <p>Autumn Term 2</p> <p>Week 1 - Creating adverbs using the suffix -ly (no change to root word)</p> <p>Week 2 - Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Week 3 - Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Week 4 - Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Week 5 - Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Week 6 - Statutory Spelling Challenge Words</p> <p>Week 7 Review Week</p>

Maths:**Autumn Term 1****Number & Place Value**

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Autumn Term 2**Addition & Subtraction**

- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Science:**Science****Plants**

- understand that plants can provide food for us and some plants are grown for this
- to make careful observations and measurements of plants growing, to use simple apparatus to measure the height of plants in standard measures, to use results to draw conclusions that plants need leaves in order to grow well.
- that water is taken in through the roots
- that water is transported through the stem to other parts of the plant, to make careful observations and present these using drawings, to explain observations
- that plants need healthy roots, leaves and stems to grow well
- that plants need water, but not unlimited water, for healthy growth, to use simple apparatus to measure a volume of water correctly, to use simple apparatus to measure the height of the plant
- to decide how much evidence about growth of seedlings is needed
- that plants need light for healthy growth, to ask questions about the growth of plants
- that plant growth is affected by temperature
- to recognise when a comparison of plant growth is unfair
- to suggest how a fair test could be carried out
- that in experiments and investigations involving living things, using just one plant in each set of conditions does not give sufficient evidence
- Remind children why we need plants to grow well. Review what children have learnt from the unit and ask children to produce a leaflet giving advice on how to look after plants kept in the classroom or at home.

Animals and Humans

- Revise what humans and animals need to be healthy and grow.
- Learn the correct vocabulary for food groups and do some fun activities online.
- Sort food into groups and make an illustrated vocabulary list.
- Revise the vocabulary of food groups.
- Discuss different diets & the need for a balanced diet. Make a large class food pyramid display.
- Design favourite healthy balanced meals. Look at food packaging details. Briefly consider food miles.
- Find out how food is broken down into smaller bits in our mouths, stomach & intestine. These small nutrients are absorbed into the blood stream (circulatory system), which acts like a transport system to deliver nutrients to all parts of the body.
- Discuss the main functions of skeletons: support, protection & movement.

	<ul style="list-style-type: none"> • Find out that muscles are also needed for movement. Children feel their own bones & draw & label a skeleton. • Talk about broken bones & look at some X-rays. • Find out that some animals have exoskeletons. Compare them with endoskeletons like humans have. Examine some sterilised bones closely & identify some properties. Link to fossils. • Compare other endoskeletons with that of a human. • Children look at joints in the human body & the movements that each allow before looking at how muscles control every move we make. Models are constructed to show how pairs of antagonistic muscles pull to work together. • During exercise children record how they are feeling and measure changes.
<p>R.E.</p>	<p>Religious Education</p> <p>Autumn 1</p> <ul style="list-style-type: none"> • Religion: Hinduism • Theme: Diwali • Key question for this enquiry: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? • Areas of focus: Belonging <ul style="list-style-type: none"> • I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. • I can start to say why Diwali might bring a sense of belonging to Hindus. <p>Autumn 2 - NEW UNDERSTANDING CHRISTIANITY UNIT</p> <ul style="list-style-type: none"> • Religion: Christianity • Theme: Incarnation • Key question for this enquiry: What is the Trinity? <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the
<p>History/ Geography</p>	<p>History</p> <ul style="list-style-type: none"> • Local history study of Sedgemoor – The English Civil War. • a depth study linked to looking at key information and facts to do with the Battle of Sedgemoor. • Castles • Looking at castles such as Dunster castle and the role that it has played in our history. • Historical visits to key sites and museums • Key Stage 2 • I can apply my knowledge of chronology in a secure way • I can make a timeline of events or developments • I can use the correct historical vocabulary in my writing and discussions about the past • I can describe how things have changed over time • I can use words to describe how time passes and how events are recorded • I can describe similarities and differences between time periods, by comparing and contrasting them. • I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past • I can describe the beliefs and ideas people held. • I can describe connections between developments in different time periods • I can describe why an event, people or individual are significant • I can talk about the causes and effects of events in the past

	<ul style="list-style-type: none"> • I can explain when an important event or development happened, why it happened and what happened next • I can ask and answer more complex questions about the past • I can select appropriate information from different sources to find out about the past, such as novels and play scripts /information books /pictures or photographs /documents and diaries /DVDs or videos /the internet /artefacts /museum displays /old buildings and heritage sites • I can organise my understanding of history in different ways to make sure it makes sense such as: writing/ drawing / painting and collage /drama /making models /making a museum display/ performing a play /giving a spoken presentation /making a presentation using the computer or a short film • I can write as if I were living in the past, perhaps in the style of an autobiography or diary.
Art/Design Technology:	<ul style="list-style-type: none"> • Art and Design • I can design and create a poppy using a chosen media and understand its relevance (linked to Remembrance) • DT link - Design and make a moving picture of to depict a battle scene from the Battle of Sedgemoor (levers) • Christmas art – Making stain glass windows using tissue paper. • Creating a nativity scene.
Music:	<p>Recorders with Mrs Garcia</p> <ul style="list-style-type: none"> • Correctly hold the recorder • Remind children of the different notes (crotchet/quaver/minim) • Remind children how to play the notes BAG • Play simple songs using the notes BAG • Play short pieces in two parts • Improve the quality of the sound produced
PE:	<p>Swimming - National plan delivered by qualified teachers at 1610 sports centre.</p> <ul style="list-style-type: none"> • I can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • I can compare my performance with previous ones and demonstrate improvement to achieve my personal best. <p>Gymnastics - County plan delivered by professional sports coach.</p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • I can perform safe self-rescue in different water-based situations.
Computing:	<p>Computing</p> <ul style="list-style-type: none"> • Autumn Term – Bringing it to life • Coding - Espresso • Bringing it to Life (Moving sprite/e-book about History/searching internet) • Programming • Put programming commands into a sequence to achieve a specific outcome. • Solve an open-ended problem e.g. adding sound to a model or object • Use repeat commands • Describe the algorithm necessary for a simple task. • Keep testing my program and recognise when I need to debug it <p>Multimedia</p> <ul style="list-style-type: none"> • Create different effects with different technology tools • Combine a mixture of text, graphics and sound to share my ideas and learning • Evaluate my work and improve its effectiveness • Use appropriate keyboard commands to amend text on my device • Technology in our Lives • Describe the World Wide Web as the part of the Internet that contains websites • Use search tools to find and use appropriate websites • Think about whether I can use images that I find online in my own work. <p>e-Safety</p> <ul style="list-style-type: none"> • Protect my personal information when I do different things online. • Use the safety features of websites as well as reporting concerns to an adult • Multimedia

- I can change the appearance of text to increase its effectiveness
- I can create, modify and present documents for a particular purpose
- I can use an appropriate tool to share my work
- I can give constructive feedback to my friends to help them improve their work and consider my own work in the same way
- I am confident to explore new media to extend what I can achieve

Technology in our lives

- I think about the reliability of information I read on the World Wide Web
- I can identify key words to use when searching safely on the World Wide Web
- I can tell you how to check who owns photos, text and clipart
- e-safety
- Talk about the ways I can protect myself and my friends from harm online
- Know that anything I post online can be seen and used by others

PSHE:

Theme: New Beginnings.

PSHE - New beginnings

- I know something about everyone in my class. I can tell you one special thing about me. I can give and accept a compliment.
 - I know that I am valued at school.
 - I can contribute towards making a class charter. I understand my rights and responsibilities in the school.
 - I understand why we need to have different rules in different places and know what the rules are in school."
 - I know how it feels to do or start something new, and some ways to cope with these feelings. I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.
 - I can manage my feelings and can usually find a way to calm myself down when necessary.
 - I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.
 - I can use the problem-solving process to solve a problem.
 - I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome.
 - I know how to join a group. I can predict how I am going to feel in a new situation or meeting new people.
- Getting on and falling out
- I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments;
 - See things from someone else's point of view."
 - I know what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.
 - I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.
 - I can tell you lots of ways to give 'friendship tokens' to other people.
 - I understand why it is important to calm down before I am overwhelmed by feelings of anger.
 - I can tell you some ways I can stop myself being overwhelmed by feelings of anger.
 - I know how it feels to be overwhelmed by feelings of anger.
 - I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. I can use peaceful problem solving to sort out difficulties.

Collective Worship

Our Christian value this term is Trust.

The children will be exploring how trust is at the very heart of faith, if you trust someone you can rely on what they do and say. People put their trust in a range of different things, for example money and possessions. However, all of these do not last for ever and can be destroyed.

Trust is so important in all of our relationships. We can trust our real friends, where we tell them things about us that make us vulnerable. We need to decide who we can trust and why? We can find many examples of God keeping His promises to His people.

	Similarly, we can see Jesus trusting us to do the things that he would have us do, we can do them in His name.
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Please feel free to talk to any of the Year 3 staff about any questions you may have.

Thank you for the continued support in your child's educational journey.

Regards Mrs Pond and Miss Curtis