









**Corsham Primary School**  
**Parent/Carer Curriculum Newsletter**



Year: 3      Class Teachers: Miss Parson and Miss Wiltshire

**Autumn Term 2024**  
**(4/9/24 – 20/12/24)**

Your child will be focusing on the following objectives this term:

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| <p><b>Being a Mathematician</b></p>       | <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"><li>• Identifying, representing and estimating numbers using different representations</li><li>• Reading and writing numbers up to 1000 in words and numerals</li><li>• Comparing and ordering numbers up to 1000</li><li>• Finding 10 or 100 more or less than a given number</li><li>• Counting in multiples of 50 and 100</li><li>• Solving number problems and practical problems using these ideas</li></ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>• Adding and subtracting numbers mentally</li><li>• Adding and subtracting using column method</li><li>• Estimating the answers and checking using the inverse operation</li><li>• Solving problems, including missing number problems, using number facts, place value and more complex addition and subtraction</li></ul> <p><b>Number: Multiplication and Subtraction</b></p> <ul style="list-style-type: none"><li>• Recalling and using multiplication and division facts for the 3, 4 and 8 times tables</li><li>• Solving problems using multiplication and division</li></ul> |
| <p><b>Being an Author – Writer</b></p>  | <p><b>Traditional Stories and Non -Fiction Texts</b></p> <ul style="list-style-type: none"><li>• Understanding and re-telling a range of traditional/fairy stories.</li><li>• Writing stories that have a structured beginning, middle and end.</li><li>• Using capital letters, full stops and question marks.</li><li>• Writing more complex sentences.</li><li>• Understanding the difference between different types of sentences.</li><li>• Identifying, using and understanding different types of words</li><li>• Understand how grammar is used in written and spoken form.</li></ul>  |
| <p><b>Being an Author – Reader</b></p>  | <p><b>Comprehension</b><br/><b>Develop positive attitudes to reading and understanding by:</b></p> <ul style="list-style-type: none"><li>• Listening to and discussing a wide range of texts</li><li>• Reading books that are structured in different ways and reading for a range of purposes</li><li>• Identifying themes and conventions in a wide range of books</li><li>• Discussing words and phrases that capture the reader’s interest and imagination.</li><li>• Understanding what they read in books</li></ul>  |

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|   | <p><b>Understand what they have read independently by:</b></p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contexts.</li> <li>• Asking questions to improve their understanding of the text</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying how language and structure and presentation contributes to meaning</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves taking turns and listening to what others say.</li> </ul> |
| <p><b>Being a Scientist</b></p>    | <p><b>How do plants die?</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>   |
| <p><b>Being a Geographer</b></p>  | <ul style="list-style-type: none"> <li>• Locate the worlds countries using maps</li> <li>• Identify physical and human characteristics</li> <li>• Name and locate counties and cities</li> <li>• Understand geographical similarities and differences through the study of human and physical characteristics</li> </ul>  |
| <p><b>Being an Engineer</b></p>  | <p><b>How can we feel the force?</b></p> <ul style="list-style-type: none"> <li>• <b>Compare movements</b></li> <li>• <b>Use a range of different magnets</b></li> <li>• <b>Design and make a game</b></li> <li>• <b>Evaluate a product</b></li> </ul>  |
| <p><b>Being an Artist</b></p>    | <p><b>Art and design</b></p> <ul style="list-style-type: none"> <li>• Improve mastery of art and design techniques, including <b>drawing, painting</b> and sculpture with a range of materials -for example, pencil, charcoal, paint and clay</li> </ul>  |
| <p><b>Being an Athlete</b></p>   | <p><b>I can learn how to sequence movements together to create a dance</b></p> <ul style="list-style-type: none"> <li>• I can improvise moves when given a stimulus</li> <li>• I can rehearse, remember and perform a routine</li> <li>• I can perform dancing using a range of movement patterns</li> <li>• I can share and create phrases with a partner or in a small group</li> </ul> <p><b>I can swim</b></p> <ul style="list-style-type: none"> <li>• I can use a range of stokes</li> <li>• I am safe in the water</li> </ul>  |

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| <p><b>Being a Philosopher<br/>(Religious Education)</b></p>  | <p><b>Can I learn about Hinduism?</b></p> <ul style="list-style-type: none"> <li>• Can children discuss and relate to faiths, make comparisons and provide reasons for their beliefs?</li> </ul>   |
| <p><b>Being a Philosopher<br/>(PSHE)</b></p>                 | <p><b>Being in My World</b></p> <ul style="list-style-type: none"> <li>• The children will be talking about their worth as a learner and identifying their strengths. They will learn that their behaviour impacts on others</li> <li>• The children will recognise that conflicts happen and what they can do to manage these situations</li> </ul> |

### Other Information:

Home Learning will be sent out fortnightly on Seesaw. Authors home learning includes reading, children are encouraged to read for 10 minutes daily. Please sign your child's reading record to show they have read for 10 minutes per day. Please upload home learning onto Seesaw for us to see. When your child has completed their home learning, they will receive a stamp on their home learning card, which earns them a reward when their card is full. The children will be given a list of spellings within their home learning, which normally follows a particular spelling rule or corresponds to the Year 3 statutory spellings. They should practise these as part of their home learning. We will teach a variety of spelling strategies that children can use and there will be a spell check within class.

Your child should also be learning their times tables at home; we practise these three times per week to develop fluency. In Year 3 we focus on the 3, 4 and 8 times tables. Your child will receive a Times Tables Rock Stars login. Please encourage your child to log on to this amazing website where they can practise their times tables in a fun and engaging way.

Children will take part in both inside and outside PE. Please ensure your child has a complete labelled PE kit, including some track-suit bottoms for outdoor games and trainers if they wish.

Children can bring daily tuck of plain biscuits or fruit. We ask that the children bring in their own water bottles from home.

We will be swimming in the latter half of the term, more information will follow in due course.

If you are able to dedicate some time to hearing readers and you have a DBS clearance, then please come and chat to us, this is greatly appreciated.

We are looking forward to the term ahead and getting to know your children. If you have any questions, please do ask.

Many thanks,

The Pound Pill Year Three Team.