

How can you support your child at home?

Reading, Reading, Reading!

We believe that the most important thing that parents can do at home to help their children achieve at school is to share books with them.

Reading can help children access other curriculum areas.

Reading can help children become good writers.

Reading can help children communicate well.

Please go to the website for further details about how you can help with your children's reading.

Maths

Please support your children in securing their number facts as these underpin much of the mathematics children will be working on in school and using in everyday life. These include number bonds to any number up to 20 e.g. $7=1+6$, $7=5+2$, $7=3+4$. Could you also encourage them to use reasoning as much as possible so that they can explain to you how they got to a mathematical answer and why they think their answer is correct.

Spellings

Please support your children in learning the weekly spellings that we set them.

We hope that this leaflet provides a sufficient overview of what your children will be learning over the next term, but if anything is unclear or you would like to discuss it in more detail please don't hesitate to come and see one of us.

GOAL

GOAL stands for Get On And Learn. We believe that children learn best when they have ownership of their learning. We also believe that encouraging independent learning skills supports a child in their future education. GOAL provides these two things, with pupil voice at its heart and independence encouraged throughout.



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Year 3 Curriculum Letter Spring Term 2017/18

Natural Disasters



Key Dates for the Term

Half-Term: 12th-16th February

Educational Visit: Tuesday 20th February—Paignton Zoo

Rainbow Day: 21st February

World Book Day: 1st March

Arts Week: 12th—16th March

Reading Café (Class Assembly): 3F 13th March 15:00
3H 15th March 15:00

Family Learning Conferences: 19th and 22nd March 4pm-7pm

Parent Celebration afternoon: 26th March

Last day of Spring Term: 28th March

The Big Picture

End Goal

Spring 1: To create an earthquake proof house.

Spring 2: To create a 'Deadly 60' episode.

Audience

Spring 1: Parents/carers

Spring 2: Year 2

Pupil Voice Questions

- How do earthquakes happen?
- What do you do to protect yourself during a volcanic eruption?
- Where is the most common place to have an earthquake?
- How do volcanoes refill with lava?
- How and why do natural disasters happen?
- Who are the heroes of natural disasters?
- What is inside a hurricane?
- How do landslides happen?
- How do tsunamis get so big?

As readers, the children will be delving deeper into our key texts for English, including newspaper reports, deadly animal reports, survival stories and a wonderful novel called 'Escape from Pompeii'. Through this, they will be exposed to a range of new vocabulary and will have the opportunity to comment on the structure of different texts and how this contributes to meaning.

As writers, the children will be learning about how to write newspaper reports, focusing on the use of paragraphs. Following this, the children will be writing survival stories. After half term, adding descriptive detail to writing will be the main learning focus. Finally, the children will be learning about how to write animal fact files, linked to their visit to Paignton Zoo.

As Scientists, the children will be investigating the different types of rocks, including volcanic rock. Within this, the children will be developing their skills of making careful observations and taking accurate measurements. The children will also learn about light and dark and how shadows are formed. They will learn about this by conducting experiments in order to collect scientific evidence to support their ideas.

In GOAL the children will do the following:
 As geographers, the children will be learning about natural disasters and their varying processes and how this affects people from all over the world.
 As artists and designers, the children will be designing an earthquake-proof house. Furthermore, they will be using a wide range of materials to do this and will look to evaluate their work against a set of criteria.
 As deep thinkers, the children will be considering how we make moral choices using philosophy.
 As composers, the children will be composing music to accompany a natural disaster.
 As programmers, the children will select, use and combine a variety of software (including internet services) on a range of programs, systems and content that accomplish given goals, including collecting analysing, evaluating and presenting data and information.

As Mathematicians, the children will engage in new learning about how to tell the time; tenths and other fractions of a whole and adding and subtracting fractions. The children will also be recapping previous learning with several foci, such as strategies to add, subtract, multiply and divide. Additionally, they will be developing their understanding of place value, shape properties and degrees of turns.

As sports people, in Hand Ball, the children will be focusing on passing, dribbling and shooting. As Dancers, the children will be sequencing short phrases of movement for different Natural Disaster stimuli. As gymnasts, the children will be developing balances, rolls and jumps.

As networkers, the children will learn about computer networks, including the internet; how they can provide multiple services. The children will also learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; and identify a range of ways to report concerns about content and contact.

Rainbow Values

Enjoyment	Thinking	Engagement	Community
The children will enjoy creating and starring in their very own 'Deadly 60' episode.	The children will have to think in a variety of ways in maths to consider their new learning, as well as using what they already know by applying their knowledge in a range of contexts.	The children will be engaged to write accurate non-fiction texts about a range of animals after their visit to Paignton Zoo.	The children will be considering morals and how what we do in our lives affects others within our local and global communities.