



Year Three: Express

Project Question: What makes a family?

Project Values:

Care	Showing kindness and love.
Love	Caring deeply about someone and wanting them to be happy.
Belonging	Feeling accepted within a group. Fitting in and feeling important.
Trust	Firmly believing in the reliability, truth or ability of someone.
Respect	Showing appreciation and admiration for someone or something.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





Year Three: Maths

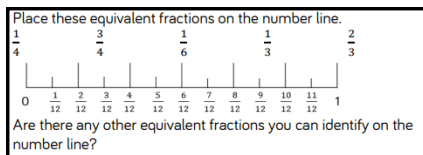
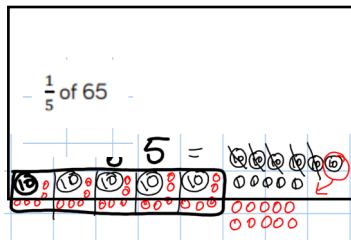
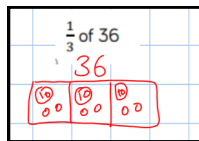


At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

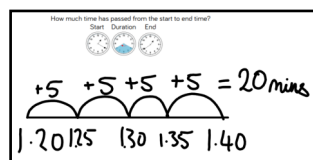
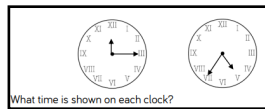
1. Number: Fractions (2 weeks)

- Making the whole
- Tenths
- Count in tenths
- Tenths as decimals
- Fractions on a number line
- Fractions of a set of objects
- Equivalent fractions
- Compare fractions
- Order fractions
- Add fractions
- Subtract fractions



3. Measurement: Time (3 weeks)

- O'clock and half past
- Quarter past and quarter to
- Months and years
- Hours in a day
- Telling the time to 5 minutes
- Telling the time to the minute
- Using a.m. and p.m.
- 24-hour clock
- Finding the duration
- Comparing durations
- Start and end times
- Measuring time in seconds



Put these dates in order from earliest to latest in a year.

3rd March 2nd March January 31st 1st December

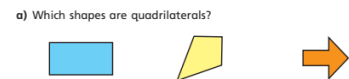
2. Money (2 weeks)

- Count money;
- Use pounds and pence;
- Convert between pounds and pence;
- Add money;
- Subtract Money;
- Calculate change;



4. Geometry: Properties of Shape (2 weeks)

- Turns and angles
- Right angles in shapes
- Comparing angles
- Parallel and perpendicular
- Recognise and describe 2D shapes
- Recognise and describe 3D shapes
- Make 3D shapes



5. Statistics (3 weeks)

- Make tally Charts;
- Draw Pictograms;
- Interpret Pictograms;
- Bar charts;
- Tables.

This is the type of tally chart and pictogram the children might be asked to use and make.

Use the tally chart to complete the pictogram.

Pet	Tally
Dog	
Cat	
Rabbit	
Fish	

Pet	Pictogram
Dog	□ □ □ □ □ □ □ □
Cat	□ □ □ □ □ □ □ □
Rabbit	□ □ □ □ □ □ □ □
Fish	□ □ □ □ □ □ □ □

□ = 2 animals



Year Three : English

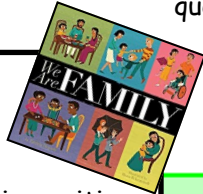
At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.

Writing to Inform

What makes a family? Information writing inspired by *We Are Family* by Ryan Wheatcroft

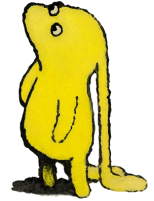
Grammar Focus: Apostrophes for possession



Writing to Inform and Express

Letter writing inspired by *Beegu* by Alexis Deacon

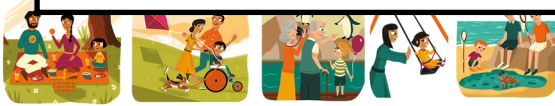
Grammar Focus: Conjunctions, prepositions and adverbials



Writing to Express and Entertain

Poetry inspired by *We Are Family* by Ryan Wheatcroft

Grammar Focus: Vocabulary and rhyme



Writing to Entertain

Narrative based on *Little Elliot, Big Family* by Mike Curato

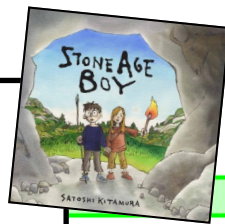
Grammar Focus: Adverbial openers, Expanded Noun Phrases



Writing to Express and Entertain

Narrative Inspired by *Stone Age Boy* by Satoshi Kitamura

Grammar Focus: Apostrophes for possession and contraction



Writing to Express

Poetry inspired by *Under the Love Umbrella* by Davina Bell

Grammar Focus: Vocabulary



Answering the Project Question

What makes a family?

Writing to Inform

Information texts sharing our knowledge from our Science learning about Light

Grammar Focus: Different types of sentence





Year Three: Express



These are some of the important words we will be learning about during this project.

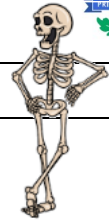
RE	PSHE RSE
symbol covenant synagogue Torah Hebrew Muzuzah Menorah Pesach tradition	Family love security stability relationship

Art & Design	Music
explore develop identify experiment tone texture pattern contrast complementary tearing overlapping layering represent express print mood technique repeated design	improvise compose combine organise rehearse unison pitch expression duration dynamics tempo timbre texture mood rhythm score forte (f) mezzo-forte (mf) piano (p) mezzo-piano (mp)



Year Three: Express

Science






Animals Including Humans

We learn about the role of the skeleton in humans and other animals. We find out about the different things the skeleton does and role it plays in supporting our bodies, protecting our organs and helping our muscles to move us.

Important Vocabulary: Skeleton, bone, muscle, skull, spine, ribs, socket, vertebrate, invertebrate

PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:

Respectful Relationships & Anti-Bullying	My Happy Mind	No Outsiders	E-Safety
<p>We learn about what it means to have happy and safe relationships. We explore how we can be a good friend and what this means for us at school. Our PSHE learning helps us to identify our special and important relationships and know who we can talk to if we have a worry or problem.</p> <p>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People." 	<p>During this term, we explore two different My Happy Mind modules.</p> <p>Relate:</p> <p>In this module we find out how to be a good friend. We think about how to listen actively to others and how to see things from a different perspective.</p> <p>Engage:</p> <p>In this module, we think about our future goals and how to set Big Dream Goals that support our happiness and achievements.</p> <p><i>You can access the Parent Portal of the My Happy Mind app for more information about My Happy Mind.</i></p> 	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none"> Beegu The Hueys' New Jumper 	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> Self-Image and Identity Health, Wellbeing and Lifestyle 

If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.



Year Three: Express



Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it... Challenge yourself to read a book by a new author during the Easter break. Write a book review to share with the class when you come back to school.

My Book Review

Title: _____

Author: _____

Did you like the book? ☆☆☆☆☆
Rate the book by colouring in the stars.

What was your favourite part?

Draw your favourite scene from the book.

Write it... Write a story about a family adventure.



Draw it... Draw a picture of all your family members. You could make this into a family tree (see Google Classroom for how to do this).



Make it... Make a playlist of songs that are important to your family. Add them to the Music Homework Google Slides on Google Classroom.



Visit it...

Go and visit some family members and share an act of kindness.



Memorise it... Search for poems about families. Learn one off by heart to say in class.

