



YEAR 3

Growing and Succeeding Together

AUTUMN 1
Miss Pierpoint

We know active, healthy children achieve more.

real PE

Expected

- I know where I am with my learning.
- I have begun to challenge myself.

Fundamental Movement Skills

Coordination
Footwork

Static Balance
One Leg

PE will be every Monday and Friday.

Please remember to send children with their PE kit to change into at school as well as their **water bottles**. This half term we are focussing on the personal cog.

Home reading books must be in school **EVERY** day. These are changed when needed. Please remember to log any reading you are doing at home in the home diary.

Please practise times tables via ttrackstars. I will stick their logins in their home reading diary so they can access this at home.

Science—
Rocks

This unit on '**Rocks**' takes children through six lessons where they learn how to **compare and group together different kinds of rocks on the basis of their appearance and simple physical properties**. They learn how to **describe in simple terms how fossils are formed when things that have lived are trapped within rock** and finally they learn how to **recognise that soils are made from rocks and organic matter**.



<p>Religion/Worldview: Islam</p>	<p>Enquiry Question: Does praying at regular intervals help Muslims in their everyday lives?</p>
<p>In this unit, we will look at how and why Muslims pray. Prayer is talking to Allah.</p>	
	<p>Islam</p> <p>Exercise</p> <p>Qur'an</p> <p>Commitment</p> <p>Respect</p> <p>Pilgrimage</p>
<p>Makkah</p> <p>Washroom</p> <p>Mosque</p>	<p>Muhammad</p> <p>Hajj</p> <p>Muslims</p> <p>Remembering</p> <p>Important</p> <p>Dome, Minaret</p>
<p>Thankfulness</p> <p>Forgotten</p> <p>Prayer (Salat/Salah)</p> <p>Self-discipline</p> <p>Ka'bah</p>	

Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Understand that prehistory was a long time ago.
- ✓ Accurately place AD and BC on a timeline.
- ✓ Identify conclusions that are certainties and possibilities based on archaeological evidence.
- ✓ Explain the limitations of archaeological evidence.
- ✓ Use artefacts to make deductions about the Amesbury Archer's life.
- ✓ Identify gaps in their knowledge of the Bronze Age.
- ✓ Explain how bronze was better than stone and how it transformed farming.
- ✓ Explain how trade increased during the Iron Age and why coins were needed.
- ✓ Identify changes and continuities between the Neolithic and Iron Age periods.
- ✓ Explain which period they would prefer to have lived in, providing evidence for their choice.



We are going on a school trip on Friday 29th September to Creswell Craggs to further develop their knowledge in this topic.



Knowledge	Social and Emotional Skills	Questions for Family Learning
<ul style="list-style-type: none"> • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values 	<ul style="list-style-type: none"> • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	<ul style="list-style-type: none"> • What would your 'nightmare school' look, sound and feel like? • What would your 'dream school' look, sound and feel like? • What are emotions? Can you name some different ones? • Can you give some examples of positive (helpful) choices that could lead to a reward? • Why is making someone feel welcome an important skill? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons • Can you tell me about Calm Me time?

Look out for the school newsletters for any other dates and information.