



YEAR 3

Growing and Succeeding Together

AUTUMN 2
Miss Pierpoint



Dynamic Balance to Agility
Jumping and Landing



Static Balance
Seated Balance

Expected

- I show patience and support others listening carefully to them about our work.
- I am happy to show and tell others about my ideas.

In this unit, the children will develop and apply their jumping and landing and seated balance focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.

PLEASE ENSURE YOUR CHILDS NAME IS WRITTEN IN THEIR BE-LONGINGS.

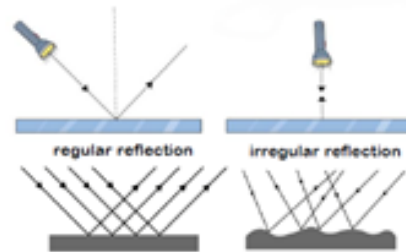


Also ensure children are bringing the correct PE kit of black joggers/shorts, house colour/white t-shirt and trainers/pumps to get changed in school.



Science—Light

In this unit pupils will learn how to: recognise that they need light in order to see things and that dark is the absence of light; they notice that light is reflected from surfaces; and recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Children learn how to recognise that shadows are formed when the light from a light source is blocked by an opaque object; and they find patterns in the way that the size of shadows change.



Has Christmas lost it's true meaning?



Hello, I'm Hughie!

God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son.

He sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem. This is the Christian concept of "incarnation": God becoming man or literally being "made flesh". Jesus was born in a stable and was visited by a variety of people

from very different social classes. There is a significance to the people and places which appear

in the Christmas story.

Shepherds: first people to learn of the birth of Christ.

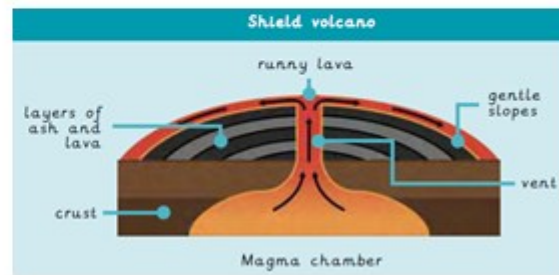
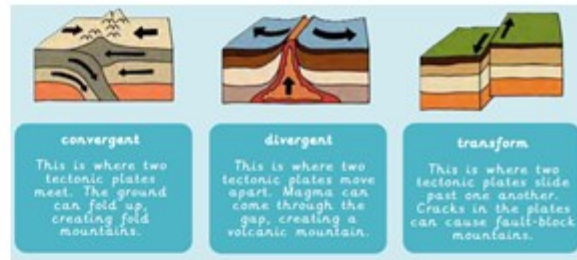
Star: The star led the wise men from a great distance to Jesus. It also portrays to Christians that Jesus is the light of the world.

Wise men and their gifts: The wise men travelled a great distance because the star signified to them that a king had been born. They chose gifts fit for royalty and which signified Jesus' life to come (see Year 1 Autumn 2 for more details).

Stable: Earthly royalty would be born in a palace, but Jesus was born in a stable because there was no room at the inn.

Geography—Why do people live near volcanoes ?

- ✓ Name all four layers of the Earth in the correct order, stating one fact about each layer.
- ✓ Explain one or more ways a mountain can be formed.
- ✓ Give a correct example of a mountain range and its continent.
- ✓ Describe a tectonic plate and know that mountains occur along plate boundaries.
- ✓ Correctly label the features of shield and composite volcanoes and explain how they form.
- ✓ Name three ways in which volcanoes can be classified.
- ✓ Describe how volcanoes form at tectonic plate boundaries.
- ✓ Explain a mix of negative and positive consequences of living near a volcano.
- ✓ State whether they would or would not want to live near a volcano.
- ✓ State that an earthquake is caused when two plate boundaries move and shake the ground.
- ✓ Explain that earthquakes happen along plate boundaries.
- ✓ List some negative effects that an earthquake can have on a community.
- ✓ Observe, digitally record and map different rocks using a symbol on a map.
- ✓ Identify rock types and their origins based on collected data.



Celebrating Difference



Knowledge	Social and Emotional Skills	Questions for Family Learning
<ul style="list-style-type: none"> • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> • What is the 'Solve it together' technique? How can it help solve a disagreement between two people? • What is a bystander in a bullying situation? (A bystander is a witness not directly involved). • How could a bystander make a bullying situation worse or better? • What types of bullying do you know about? • Where can someone get help if they were being bullied or witnessed bullying? • How does it feel to give and receive a compliment? • Can you explain how Calm Me time makes you feel?

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