



Year Three: Discover

Project Question:

Does democracy make life fair?

Project Values:

Respect	Showing appreciation and admiration for someone or something.
Choice	Making the decision to do or not do something.
Democracy	A society where people are able to vote for what they want to happen or for who will
Equality	Where everyone has the same.
Power	Having the ability to control or influence others

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.

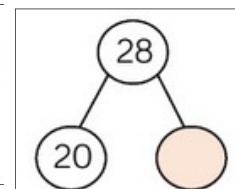
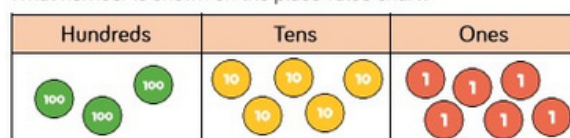
The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

Place value (3 weeks)

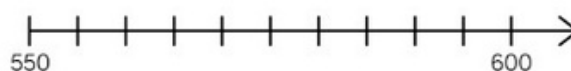
- Represent numbers to 100 and 1000
- Tens and ones using addition
- Hundreds
- 100s, 10s and 1s
- Use a number line to 1000
- Find 1, 10, 100 more than a given number
- Compare objects and numbers to 1000
- Order numbers
- Count in 50s

These are some of the representations we will be using when we teach place value.

What number is shown on the place value chart?



Draw an arrow to show the number 560



Match the number to the correct representation.

One ten and five ones

Thirty-five

25

Addition and Subtraction (5 weeks)

- Add and subtract 1s, 10s 100s
- Subtract 1s across 10
- Add and subtract 10s across 100
- Add and subtract 2 numbers (no exchange)
- Add and subtract 2 numbers (across 10/100)
- Add 2 and 3-digit numbers (
- subtract two from 3-digit numbers
- Estimate and check answers
- Use inverse operations

These are some of the representations we will be using when we teach addition and subtraction.

Multiplication and Division (4 weeks)

- 2, 3, 4, 5 and 8 timestables
- Multiply and divide by 2, 3, 4, 5 and 8
- Multiplication—equal groups, arrays and introducing the symbol (X)
- Make equal groups - sharing and grouping

These are some of the representations we will be using when we teach multiplication and division.

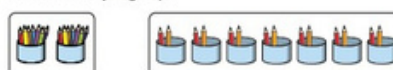
These are some of the representations we will be using when we teach place value.

There are _____ equal groups with _____ in each group.

There are _____ altogether.

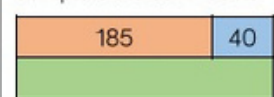


Describe the equal groups.



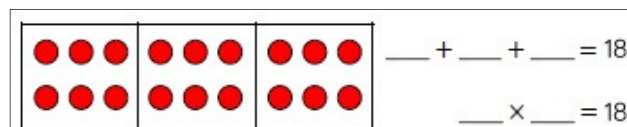
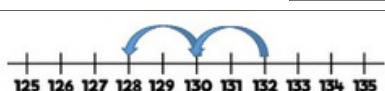
What is the same and what is different about the two groups?

Complete the bar models.



	3	1	7
+		4	6
	3	6	3
			1

	3	1	3	4
-			7	2
	3	6	2	





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 Entertain:

Medusa Character Description

Grammar Focus: Descriptive language



Writing to Inform:

Hinduism



Grammar Focus: Conjunctions for different purposes



Writing to Express

Diary entry: Life for a slave in Ancient Greece

Grammar Focus: Conjunctions and adverbials



Writing to Express and Persuade

Which city do you prefer: Athens or Sparta?

Grammar Focus: Persuasive language

Writing to Inform

How does democracy work in Britain?

Grammar Focus: Different sentence openers



Our Class Novels this term are:
Fantastic Mr Fox by Roald Dahl
The Iron Man by Ted Hughes





Year Three: Discover



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

RE	History
Hinduism Brahman Trimurti Brama Vishnu Shiva Gods Goddesses Puja Shrine	democracy chronology timeline before after BCE CE slave citizen Primary Source Secondary Source replica freedom inequality vote election ballot Parliament member of parliament prime minister local national



Year Three: Discover Science



 Rocks	 Forces and Magnets
In this unit, we find out how different kinds of rocks are formed. We compare and group rocks based on their appearance and physical properties. We learn that fossils can be formed in rocks and how this happens.	In this unit, we find out how magnets work. We learn that magnets can attract or repel each other and can describe magnets as having two poles. We investigate magnetic and non-magnetic materials, knowing how to test to find out about a new material's magnetic properties.
Important Vocabulary: rocks, equipment, waterproof, strong, heavy, sedimentary, igneous, metamorphic, porous, fossil, layers, soil, mantle, crust, core	Important Vocabulary: force, surface, magnet, attract, repel, poles, bar magnet, horseshoe, contact

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:

Friendships and Respectful Relationships		General Health	
Understand shared interests Understand what is needed for people to trust and what loyalty is. Make compromises Achieve a task within a team Recognise the influence of my friends Understand what a 'bystander' is and the role they can have.		Be able to express what I need when I am feeling a big emotion. Consider different ways to communicate when words may be tricky.	
Being Safe	Prevention and Protection	Online Safety	
 NSPCC PANTS Consent and respecting other people's bodies.	Knowing that germs spread through touches and droplets. Steps we can take to stop germs spreading.	 iBlock: Know measures I can take online to stay safe iFind Out: Understand the potential consequences of sharing without consent.	
No Outsiders	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:		Oliver by Birgitta Sif <i>How can difference affect someone?</i>   This is our house by Anston Hillcrest <i>What does discrimination mean?</i>

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.

Help us to prevent bullying in our school—Thank you.



Year Three: Discover

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

Read it...

Read an ancient Greek myth. Here is a link to some examples.

<https://www.greeka.com/greece-myths/>

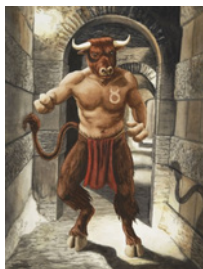


Write it...

Write your own Greek myth. It must include: a God or Goddess, a hero, an adventure and a monster but you can make up the rest!

Draw it...

Create a creature that's made up of more than one type of animal. It could have the head of a lion, the wings of an eagle and the body and legs of a horse.



Make it...

Make an Ancient Greek temple using recycled materials that you have at home.



Visit it...

Visit Birmingham Museum and Art Gallery and have a look at some of the Greek artefacts they have there. It's free to enter and they have a fantastic collection of pottery.

Memorise it...

Memorise the names of as many Greek gods and goddesses as you can and what they were the god/goddess of.