



# Year Three: Discover

Project Question:

## Does a 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



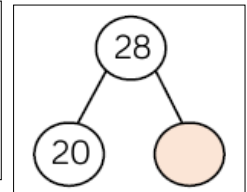
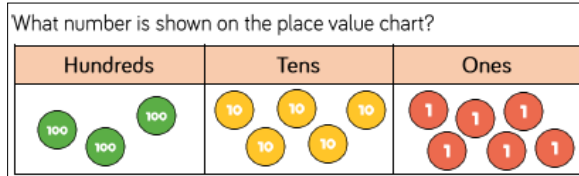
At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

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.

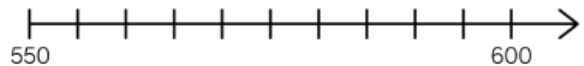
## Place value (3 weeks)

- 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.



Draw an arrow to show the number 560



Match the number to the correct representation.



One ten and five ones



Thirty-five



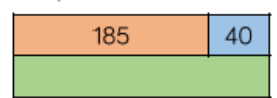
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## Addition and Subtraction (5 weeks)

- 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.

Complete the bar models.



	3	1	7
+		4	6
	3	6	3
			1

	3	1	3	4
-			7	2
	3	6		2

## 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.

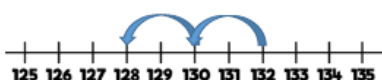
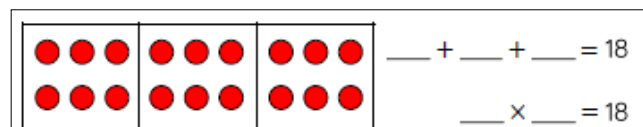
There are \_\_\_\_\_ equal groups with \_\_\_\_\_ in each group.  
There are \_\_\_\_\_ altogether.



Describe the equal groups.



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





# 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 Entertain:

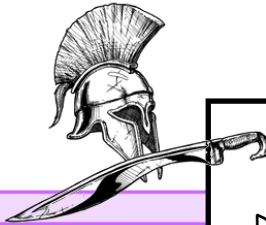
Setting Description: Medusa's cave

Grammar Focus: Expanded noun phrases

### Writing to Entertain:

Narrative: Perseus defeats Medusa

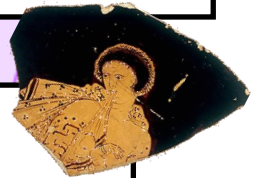
Grammar Focus: Adverbs and emotive language



### 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 Novel this term is:  
**The Sheep-Pig by Dick King Smith**





# 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
<p>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.</p>	<p>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.</p>
<p><b>Important Vocabulary:</b> rocks, equipment, waterproof, strong, heavy, sedimentary, igneous, metamorphic, porous, fossil, layers, soil, mantle, crust, core</p>	<p><b>Important Vocabulary:</b> force, surface, magnet, attract, repel, poles, bar magnet, horseshoe, contact</p>

## 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:



KIVA & Anti-Bullying	Being Me in My World	No Outsiders	E-Safety
<p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></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"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol>	<p>Through these sessions, children explore their role in the world. They learn to recognise their own identity and self-worth, developing positive ways to view themselves and their achievements.</p> <p>We learn about the roles and responsibilities we all have so that we can play a positive part in our world, thinking about our rights and our responsibilities.</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"> <li>Oliver</li> <li>This is Our House</li> </ul>	<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"> <li>Online Relationships</li> <li>Online Bullying</li> </ul>
<p><b>NSPCC—PANTS</b></p>			
<p>We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable.</p> <p>More information about these resources and lessons is available if you wish to speak to your child's teacher.</p>			

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 of 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/>

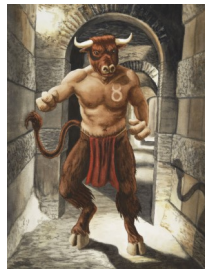
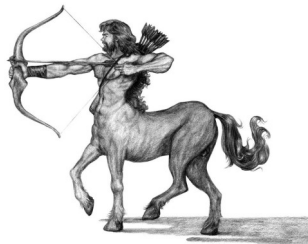


## Write it...

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!

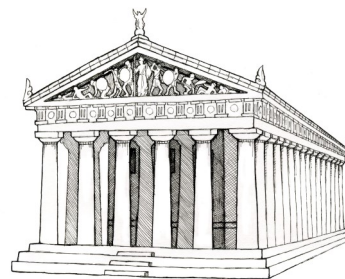
## Draw it...

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.

