



# Year Three: Express

## Project Question: What makes a family?

### Project Values:

<b>Care</b>	Showing kindness and love.
<b>Love</b>	Caring deeply about someone and wanting them to be happy.
<b>Belonging</b>	Feeling accepted within a group. Fitting in and feeling important.
<b>Trust</b>	Firmly believing in the reliability, truth or ability of someone.
<b>Respect</b>	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 : English

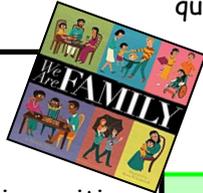
At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of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

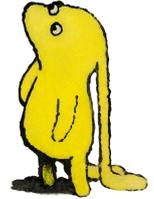
Grammar Focus: Apostrophes for possession



## 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

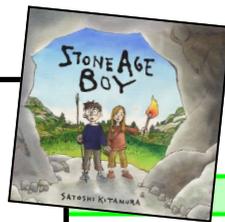
Grammar Focus: Adverbial openers, Expanded Noun Phrases



## 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



 <p><b>Animals Including Humans</b></p>	<p><b>Light</b></p>
<p>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.</p>	<p>Our Science learning in the Summer Term is all about Light. We learn that we need light in order to see things and that dark is the absence of light. We investigate what sorts of surfaces reflect light and which don't and we find out about how shadows are formed. We ask questions about how the size of shadows can be changed and we investigate these, recording our observations and drawing conclusions.</p>
<p><b>Important Vocabulary:</b> Skeleton, bone, muscle, skull, spine, ribs, socket, vertebrate, invertebrate</p>	<p><b>Important Vocabulary:</b> light, dark, reflect, surface, natural, star, sun, moon, shadow, solid, artificial</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	No Outsiders	E-Safety
<p>KIVA means kind and we intend that all of our children will learn to be kind and recognise kindness in others and that they will use this learning to become positive members of our school and the wider community. Through progressive learning we will ensure that all children are aware of their own rights and responsibilities as members of the St Mary's family.</p> <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>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>Beegu</li> <li>The Hueys' New Jumper</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>Self-Image and Identity</li> <li>Health, Wellbeing and Lifestyle</li> </ul>
		

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: 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.

