

IMPORTANT INFORMATION

Reading record: Please ensure these are signed daily.

Attendance:

Good attendance is vital for your children's progress. We **do not** authorise time out for holidays in term time. Leave will only be granted in **exceptional circumstances**. Such requests should be submitted in writing to Mrs.O'Reilly.

Procedure to report an absence

1. On the first morning of absence please telephone the school office and explain why your child will not be attending school by 9.15 am. Should you not do this, the school will contact you in line with "First Response" procedures.
 2. On your child's return to school please send in a WRITTEN explanation of their absence. Should this not be received, your child's absence will be recorded as unauthorized- regardless of any telephone calls.
- The school will follow up all unexplained absences and in line with borough procedures, these will be discussed with the Educational Social Worker.

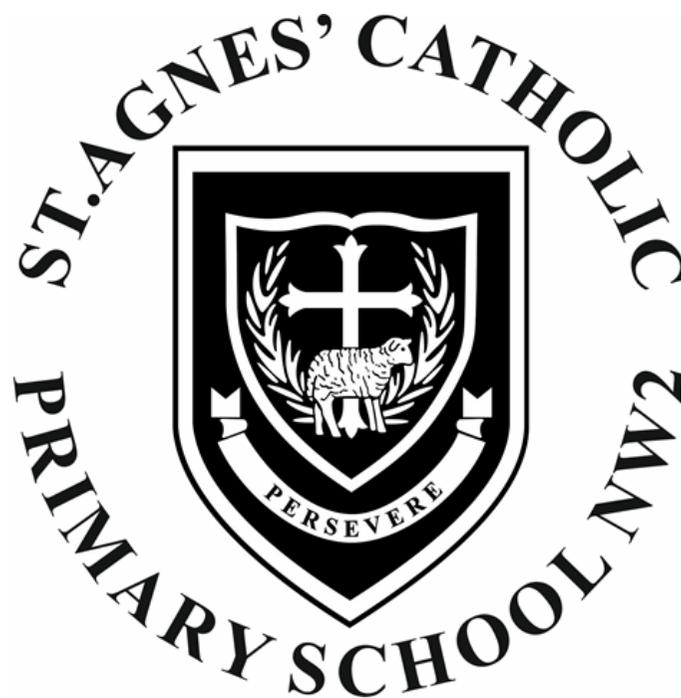
Collecting children: If your child is going to be collected from school by somebody different, please ensure you inform us with a note or phone call if a last minute arrangement.

Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40am and **MUST be** in by 8:55am for registration.

Uniform:

For health and safety reasons no jewellery, except watches and ear studs, are allowed. Children must **not** wear looped earrings. Only plain black /white trainers are permitted. Hats and scarves should be green, shoes should be black and outdoor coats should be green. Hair clips should be green, white or black. As it is difficult establishing ownership of uniform, please ensure that all school coats, jumpers and PE kits are clearly marked with your child's name and class. Your co-operation is very much appreciated.

Curriculum Information Booklet



The family of St Agnes loves, learns and grows together as followers of Jesus.

Year 3

Spring 1 2022

RELIGIOUS EDUCATION

People of Prayer

We will be learning that Christians believe that although Jesus is no longer in human form with us on earth, God remains with us in spirit. Christians call the world a sacramental place – that means it is holy, sacred, and filled with God’s love. We will learn that we need Sacramental eyes/glasses/lenses (a sacramental vision) to see God present in our world .We will reflect upon our daily lives. How do we show God’s love? We will be mindful of the ways in which you gather to share with loved ones and friends: who gathers? What is said? What ‘nourishment’ is offered? What ‘things’ become symbols of what cannot be seen – love, gratitude, forgiveness, appreciation, devotion. What actions give tangible expression to these beliefs and feelings?

Activities to try at home: You are the first educator of your child in faith. Your child’s learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs. Healing is for the both body, mind and soul. It settles our fears, it takes away the sadness or our wrongdoing and it clear the way of obstacles, which bind us. The best way to teach your children about healing is to be open and generous in your healing your gift of it and your reception of it from those who love you.

Pray together: Loving God, at every moment of our lives you are present to us, God, in gentle compassion, in strengthening guidance and in and loving forgiveness. Help us to recognize you around us, especially in our actions and words so that our being in the world helps heal it of fear and hurt and doubt. We ask this through Jesus who taught us to love. Amen

PE:

YEAR 3	Striking/Invasion (Hockey) Gymnastics
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PE days:

Class	Days
3L	Monday & Tuesday (AFS)
3M	Monday & Tuesday (AFS)

H/W timetable:

Day set:	Due:	KS2 Yr 3 & 4 – 30mins
Monday	Wednesday	English / Reading Comprehension
Wednesday		Topic/Talk Homework/ RE
Thurs	Monday	Maths based on topic
Friday	Friday	Spelling

Additional home learning ideas:

- Visit the local library to find non-fiction books about predators.
- Make a mini fact file about your favourite predator.
- Make a predatory glossary to explain all the specialist vocabulary from this topic.
- Use your artistic skills to create visual representation of different predators.

Computing: As **computing technicians** we will study and create our own algorithms, testing how effective they are. We will use our knowledge of algorithms to help us solve problems.

Geography: As **Geographers** we will use world maps to locate countries and continents. We will also consider how the ever changing environment effects the animals we love.

Science: As **scientists** we will find out what the terms 'producer', 'consumer' (primary, secondary and tertiary), 'apex predator' and 'decomposer' mean. We will think about how animals adapt in order to survive and analyse their predatory features. We will also develop our understanding of food chains. We will research carnivorous and predatory plants including the Venus flytrap. Find out why and how these have evolved as predators. We will use models and diagrams of human and animal skeletons to locate body parts. We will engage with 'Planet Earth' to learn more about the world and the animals which live there.

Art: As **Artists** we will look at a range of photographs, drawings and live animals, sketching their form. We will be inspired to create works of art which represent the many animals we have explored.

D&T: As **Design Technicians** we will work in small groups to make 3-D scale models of predators using a range of recycled materials. We will plan our design and make a fabric collage of our predator using tactile materials.

PSHE: As **economically healthy people** we will learn how to pay for goods in a range of different ways. We will explore what influences our choices on saving and spending.

Our topic this half term is...

Predators



Its time to take a walk on the Wild side! Find out who's coming to visit... is it a bug-munching lizard or an eagle-eyed bird of prey? Whatever it is, do you think you can handle it?

Learn about creepy crocs, amazing alligators, the deadly assassin bug, wolves, owls, the voracious Venus flytrap and much more! Be inspired to research the deadliest predators on the planet and discover how they and their prey are adapted to survive.

Then use what you know about the best of the beasts to create the ultimate predator; the apex of the chain. Who is lord of the forest? Cross your dad with a peregrine falcon or your nan with a great white shark! What incredible species can you imagine?

Feeling peckish? Lets jump aboard the food chain!

ENGLISH:

As **effective communicators** we will read our mixed up fairy tale stories to younger children. We will be effective listeners gaining tips in order to create our own animal non-fiction texts. We will be exploring characters, setting and the structure of stories through drama and role play.

As **Readers**, we will explore dictionaries, discussing what they are and how they are used. We will be magpies stealing the best new vocabulary we can find and sharing it in class. We will read a selection of non fiction texts describing the organisation of each text and how this helps the reader to make sense of the information. We will engage with Dick King-Smith's lyrical storytelling and Jackie Morris's vibrant portrayal of the forest and its inhabitants in all their magnificence. We will read the haiku poems 'Predator' and 'Prey'. Discuss the content of each poem, explain the difference between the feelings of the predator and prey. We will read Alfred Lord Tennyson's poem, 'The Eagle', and talk about the words, phrases and imagery created.

As **Writers**, we will consider what information to include in a leaflet for local rabbits informing them about wolves . Thinking about how we would organise each page and which presentational devices we would use. As narrators we will be writing our own stories inspired by the work of Emily Gravett. We will also explore the forest and its inhabitants writing through the eyes of a tiger. We will write a diary entry from the perspective of a child who can speak to animals and befriends a predator.

MATHEMATICS:

Y3	
Number—multiplication and division	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.
Measurement—money	Add and subtract amounts of money to give change, using both £ and p in practical contexts.
Statistics	Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.