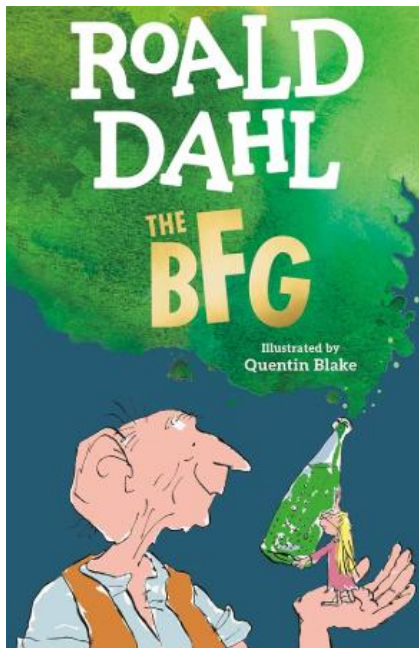


## Reading – Fiction

### The BFG – Roald Dahl

This term, in our Book Talk lessons we are reading *The BFG* by Roald Dahl, in which orphan Sophie and the Big Friendly Giant team up with the Queen to capture man-eating giants and save the world.

This heart-warming story highlights the power of friendship, perseverance, and courage as two unlikely heroes overcome prejudice to protect others.



## Year 3 Term 3

### Humans, animals and giants!



## Geography

In Geography we will be locating England and France on a map identifying human and physical features. We will learn how to read a map, recognising the key symbols and key features of mountains when looking at The Alps and Mount Snowdon. We will learn about number-letter coordinates so we can carry out some orienteering!



**Physical features:** seas, mountains and rivers (natural).

**Human features:** houses, roads and bridges (man-made).

## English

In English we will be looking at using adjectives, contractions and punctuation for speech in developing our own atmospheric description of where the giants live.

### Important Vocabulary

Noun	A noun is a <u>naming word</u> . It is a word used to name a person, place, animal, thing, or even an idea.
Adjectives	A word that describes a noun, for example: <i>amazing, beautiful, grand, mysterious</i>
Simile	A <b>simile</b> compares two things using the words " <b>like</b> " or " <b>as</b> " to make descriptions more exciting and vivid, for example: <i>The ancient castle stood on the hill, as silent and watchful as a gargoyle carved from stone.</i>
Contractions	Contractions use an <b>apostrophe</b> to replace missing letters when shortening two words into one, making writing sound more natural. For example: <b>Don't</b> ( <i>do not</i> ); <b>I'm</b> ( <i>I am</i> ); <b>They'll</b> ( <i>they will</i> ).
Punctuation for speech	Inverted commas (" ") enclose spoken words, with a punctuation mark (like a comma) inside the closing marks before telling us who the speaker is.

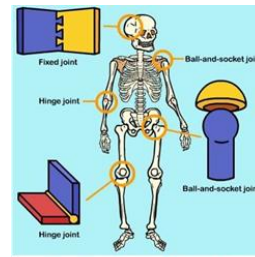
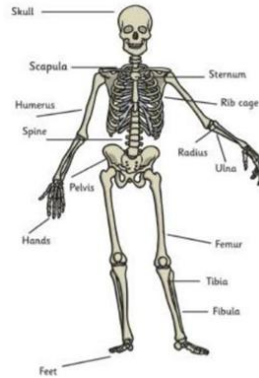
## Science – Humans including animals

This term we will be studying humans including animals. We will be comparing and identifying bones in the skeletons of humans and animals. All mammals (including humans), birds, fish, reptiles and amphibians are vertebrates. This means they have a skeleton inside their bodies. The human skeleton is made of bones and grows as we grow. The skull protects the brain and the ribs protect the heart and lungs. The skeleton bends at joints which is where two or more bones join together such as the ankle or knee. Some animals, such as insects, crabs and lobsters, have a skeleton outside their body. These skeletons are called exoskeletons.

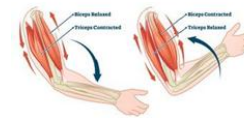
Key Vocabulary	
Vertebrate	An animal with a backbone inside their body.
Bones	The hard parts inside your body which form your skeleton.
Skeleton	The framework of bones in your body.
Backbone (spine)	The column of small linked bones down the middle of your back.
Muscle	Muscles move the different parts of your body, inside and outside.
Organ	A group of tissue in a living organism that has a specific form and function.
Healthy	Well, and not suffering from an illness.
Disease	An illness which affects people, animals or plants.
Exoskeleton	This is when the skeleton is outside the body. Animals, such as insects, crabs and lobsters have these.



## The Human Skeleton

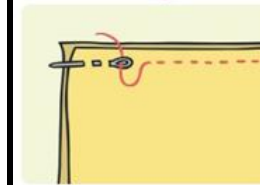


## HOW DO MUSCLES WORK



## DT – Sewing

This term we will be designing, making and evaluating a bag for the BFG. We will gain sewing skills, use a range of fabrics and materials to create something unique and purposeful.



running stitch



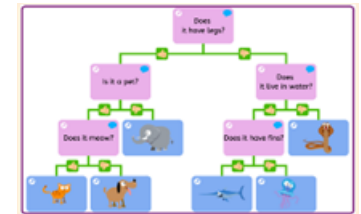
overcast stitch/whipstitch

## PE

In **gymnastics** this term we will explore holding positions, jumping and landing techniques to ensure a safe dismount, new body shapes, and the art of creating seamless movement sequences. In **orienteering**, the children will learn to effectively use maps to move between different locations and problem-solve alongside their peers. Additionally, the children are encouraged to respond to feedback in order to enhance their performance in orienteering activities.

## Computing – Branching Databases

We will develop our understanding of what a branching database is and how to create one. We will gain data about objects to create physical and on-screen branching databases. We will create and test an identification tool using a branching database.



## RE – Gospel

We will be reflecting on the world God created and continuing this learning by discussing the question... What kind of world did Jesus want?



## Music – Creating Composition

In music, the children will be able to verbalise how the music makes them feel and create a soundscape to tell a story of the music. The children will compose and perform their own rhythm to match a story.



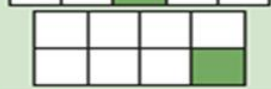
Unit fractions have a numerator of 1

$$\frac{1}{5}$$



If the denominator is 5 there are 5 equal parts.

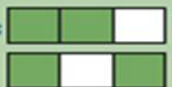
$$\frac{1}{8}$$



If the denominator is 8 there are 8 equal parts.

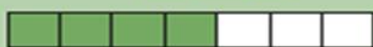
Non-unit fractions have a numerator greater than 1

$$\frac{2}{3}$$
 is 2 one thirds



The numerator is 2 so two out of 3 equal parts are shaded.

$$\frac{4}{7}$$



$$\frac{4}{7} < \frac{6}{7}$$

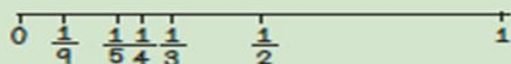


When the denominators are the same, the larger the numerator, the larger the fraction.

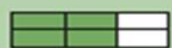
$$\frac{2}{7} < \frac{2}{5}$$



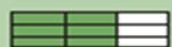
When numerators are the same, the larger the denominator the smaller the fraction.



$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$$

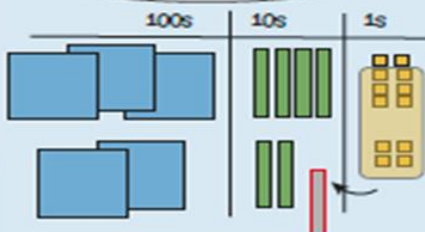


If there are 2 times as many equal parts, then there are 2 times as many shaded parts



If there are 3 times as many equal parts, then there are 3 times as many shaded parts

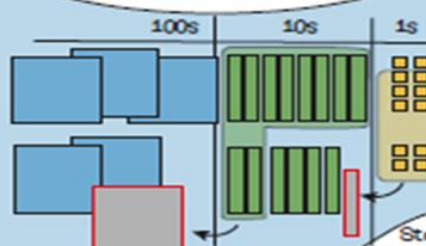
348 + 224  
Regrouping the ones



$$\begin{array}{r} 348 \\ + 224 \\ \hline 572 \end{array}$$

Regroup the 12 ones into 1 ten and 2 ones

388 + 264  
Regroup in multiple columns



$$\begin{array}{r} 388 \\ + 264 \\ \hline 652 \end{array}$$

Stop and Look!  
What do you notice?  
Where will we regroup or exchange?

regroup  
exchange  
ones  
tens  
hundreds

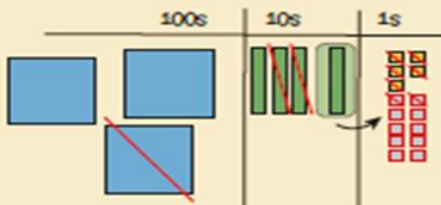
76 + 388  
Different numbers of digits

$$\begin{array}{r} 388 \\ + 76 \\ \hline 464 \end{array}$$

Line up the ones with the ones, the tens with the tens

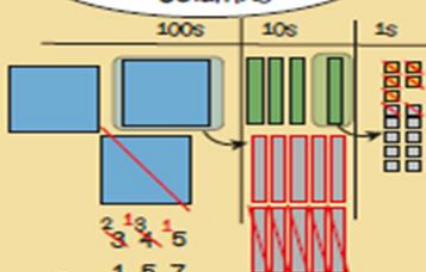
Year 3 Term 3

345 - 127  
Exchanging tens



$$\begin{array}{r} 345 \\ - 127 \\ \hline 218 \end{array}$$

345 - 157  
Exchanging in multiple columns



$$\begin{array}{r} 345 \\ - 157 \\ \hline 188 \end{array}$$

345 - 67  
Different numbers of digits

$$\begin{array}{r} 345 \\ - 67 \\ \hline 278 \end{array}$$

Line up the ones with the ones, the tens with the tens

388 + 199  
348 + 140  
348 + 51

In my head?  
With jottings?  
Formal written method?

348 - 199  
348 - 140  
348 - 23  
308 - 297