Computing

Our focus will be multi-media using power point to share information about the Stone Age. We will also use BBC Dancemat to improve typing skills.

Early settlers - Jupiter Class Term 2

Welcome to our Term 2 topic, Early Settlers. We are very excited about becoming historians and finding out all about the Stone Age, Bronze Age and Iron Age.

Mrs, Martin-Hall and Mrs Rodeck

Geography

Identify capital cities in some European countries.

History

To place events on a number line in chronological order.
Understand the term 'pre-history'.
Begin to ask historical questions.

RE When 'Understanding Christianity' we will be considering 'What is the trinity?' by looking at the words used in the bible and studying artists impressions, before creating our own ideas of how each (the father, the son and holy spirit) could be represented in trilogy.

PSHE - Celebrating difference

We will be learning to:
Accept that everyone is different, include others when working and playing, know how to help if someone is being bullied, try to solve problems and try to use kind words.

Reading

Have you seen the Reading VIPERS post on the Whole School Dojo? We will be looking at pictures, short films, informative text and short stories to develop our reading skills.

Please continue to support your child with their reading by reading to them as often as possible and hearing them read at least 4 times a week. Then use the VIPERS to discuss what you have read. This will make your child a better reader- we can't do it without your support at home.

Music

We will be listening to and appraising a range of songs ready to perform using our music scheme Charanga.
We will also be practicing our Christingle songs. Unfortunately the Christingle will be different this year but we endeavour to still make it special.

PE

Monday - Handball
Wednesday – Ball skills/games

Art

We will be using pastels and charcoal to create our own cave paintings.

Writing

For the first half of this term we will be focusing on story writing using 'Stone Age Boy' by Satoshi Kitamura as a focus.

During the second half of this term we will be focusing on writing non-chronological reports.

We will be encouraging children to use technical language throughout their stories and non-chronological reports.

We will have a focus on using conjunctions, adverbs and prepositions in our sentences.

Science

As scientists we will be exploring how light responds to different surfaces. We will be developing our skills by recording our results and giving reasons for the outcomes using and spelling scientific language correctly.

French

We will be learning to count in French.

Maths – areas we will be covering

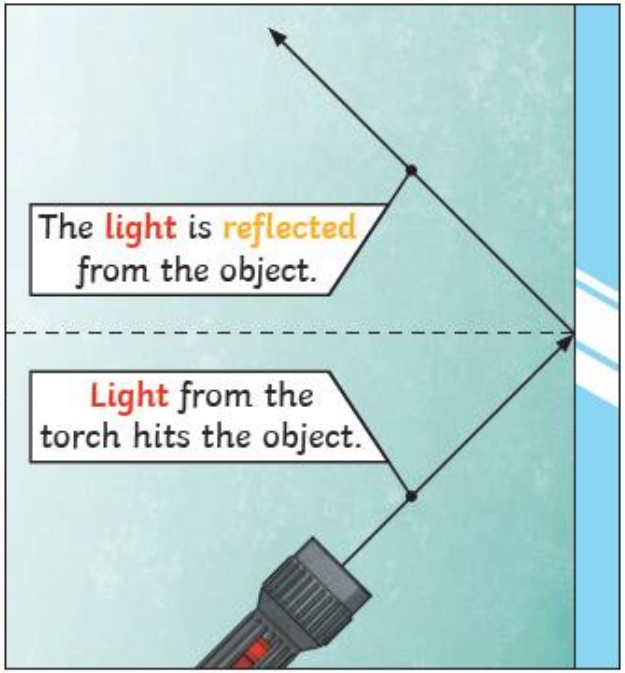
As mathematicians we will be developing our understanding in multiplication and division of the 3,4 and 8 times tables by learning the facts and solving the problems. We will also be making progress in the skills needed to solve addition and subtraction problems mentally, for example, how to add and subtract from 3 digit numbers by adjusting and bridging to the next hundred.

Key Vocabulary

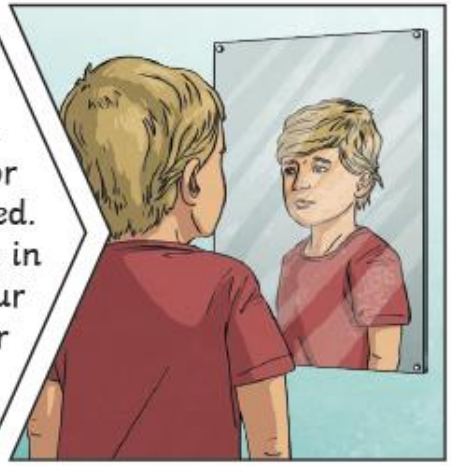
light	A form of energy that travels in a wave from a source.
light source	An object that makes its own **light**.
dark	**Dark** is the absence of **light**.
reflection	The process where **light** hits the surface of an object and bounces back into our eyes.
reflect	To bounce off.
reflective	A word to describe something which **reflects** **light** well.
ray	Waves of **light** are called **light rays**. They can also be called beams.

Key Knowledge

We need **light** to be able to see things. **Light** travels in a straight line. When **light** hits an object, it is **reflected** (bounces off). If the **reflected** **light** hits our eyes, we can see the object. Some surfaces and materials **reflect** **light** well. Other materials do not **reflect** **light** well. **Reflective** surfaces and materials can be very useful...

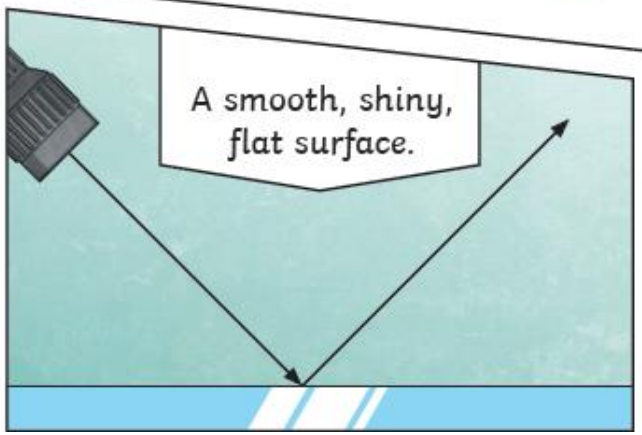


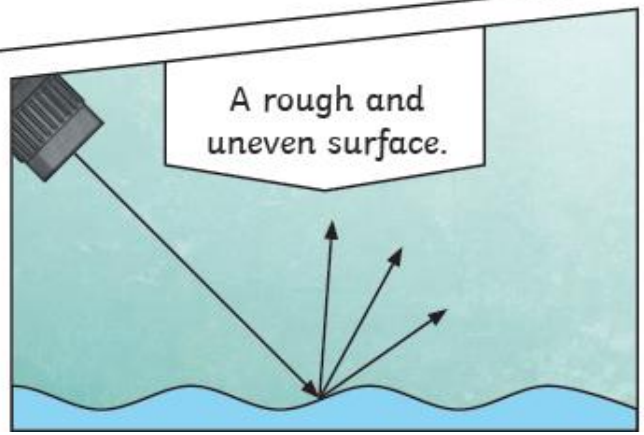
Mirrors **reflect** **light** very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.



To look at all the planning resources linked to the Light unit,

The surfaces that reflect **light** best are smooth, shiny and flat.





If I know... then I also know...

The digit sum of multiples of 3 is 3, 6 or 9

An odd number multiplied by 3 gives an odd product.

All multiples of 4 are even numbers.

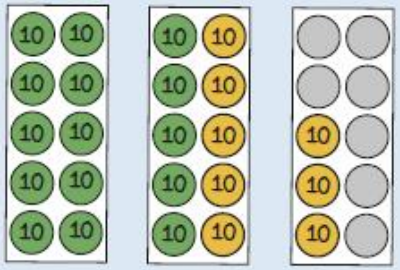
There is a repeating pattern in the ones column: 0, 4, 8, 2, 6

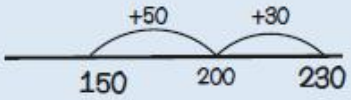
All multiples of 8 are even numbers.

All multiples of 8 are also multiples of 2 and 4

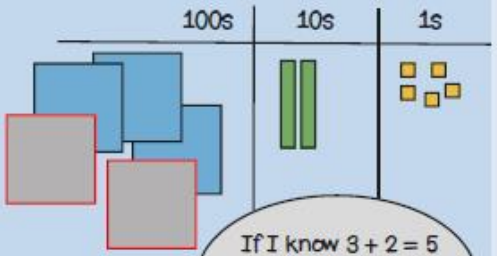
Year 3 Term 2

150 + 80
Bridging boundaries



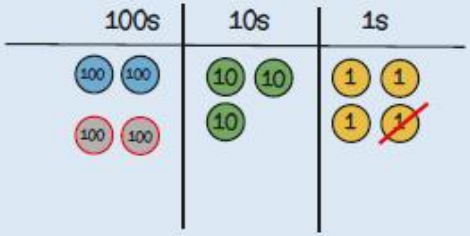


325 + 200
Add multiples of ten and a hundred

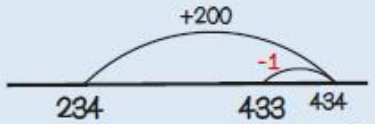


If I know 3 + 2 = 5
then I know
3 hundreds + 2 hundreds
= 5 hundreds

234 + 199
Round then adjust

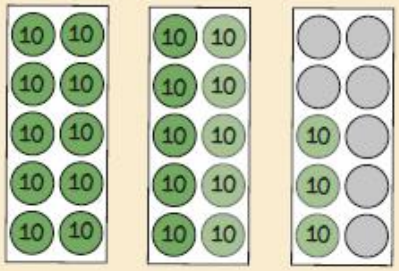


Add 200 then subtract 1

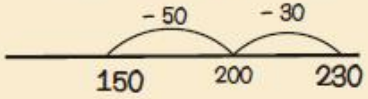


Stop and Look!
What do you notice?
What's the most efficient way?

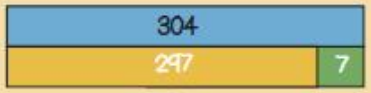
230 – 80
Bridging boundaries by counting back in efficient steps



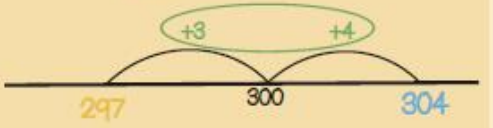
230 – 30 – 50 = 150



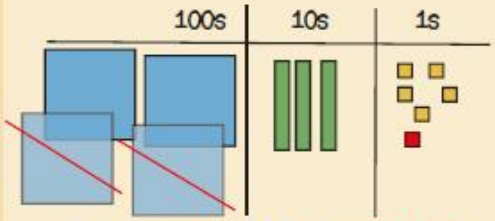
304 – 297
Find the difference between two numbers



304 is 7 more than 297
297 is 7 less than 304
so the difference between them is 7



435 – 199
Round then adjust



Take away 200 then add 1