



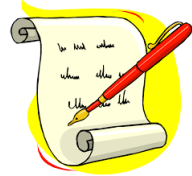
Summer 1 in Dragonflies and Bumblebees



It has been so lovely to see everybody back from the Easter holidays, refreshed and ready for our final term of Year 3! The children worked so hard in Spring term and we were very pleased with how well they engaged with all areas of the curriculum.

At Moorlands we strongly believe in the partnership between school and parents in each child's learning. Each half term we will send home a curriculum newsletter outlining the work your children will be covering. We hope this will help you to support your child at home.

English



This half term, we will be finishing the story The Tin Forest in which we are writing poetry to describe the old man's dreams and real world.

Following this, we will be using the story Arthur and the Golden Rope to write a diary narrative in role as Arthur.

Maths

This half term the children will be returning and finishing our Fractions unit in which we will be adding and subtracting fractions as well as looking at equivalence in fractions.



Following this, we will be looking at Money and then beginning our Time unit.



Wider Curriculum and Science



This term, the children will be learning all about the Anglo Saxons in History. We will be using the story of Beowulf to look at the Anglo Saxon heroic code that will form part of an enquiry. We will also be learning about the tribes who invaded Britain and how this impacted people in Britain.

We also have our trip to Butser Ancient Farm to look forward to in June as well.

We have attached the knowledge organiser for this unit of work so you will know what the children will be taught.



In Science the children will continue with their learning about Plants. We will be planting a sunflower as part of our 50 things and we will be observing change over time.

Following this, we will be learning about Light. We will be learning about making shadows, light and dark, reflective and sun safety.



PSHE

In this half term's PSHE theme the children will be learning about 'Relationships'.

All of the information about what we will be learning in this unit as well as key vocabulary will be on the knowledge organiser attached to this newsletter.



Key Messages

- Please ensure your child hands in their reading diary and homework on a **Thursday morning**. This is so we can prepare their homework ready for Friday.
- Our library day is also a **Thursday** so if your child would like to change their book please make sure they have it with them.
- PE kit is needed on a Wednesday and Thursday – please make sure your child has suitable kit for the weather (long trousers, jumpers, spare socks).
- Don't forget to use Bug Club and Times Table Rockstars to practice key skills we have learnt at school.

Thank you for all your support, we are really looking forward to another wonderful half term in Year 3.

Miss Stevens and Mrs Jenks 😊

Britain's settlement by Anglo-Saxons and Scots

Beliefs Settlements Culture and Pastimes



Vocabulary

- Invasion
- Religion
- Emperor
- Convert
- Burial
- Conquered
- Collapse
- Jutes
- Angles
- Picts
- Tribes
- Christianity
- Army
- Chaos
- Descendants
- Stability
- Pagan
- Saxons
- Scots
- Britons

Key Facts

Anglo Saxons were converted to Christianity by Augustine Monks – they were previously Pagans. They were farmers and made a lot of their own clothes and jewellery as well as building their own houses.

The Anglo Saxons had a heroic code. The elements of the code were bravery, truth, hospitality, loyalty and duty, perseverance, honour.

The Anglo Saxon tribes came from different places – Jutes from Jutland, Saxons from Saxony and Angles from Anglen.

Each tribe lived in a different place – Scots in Ireland, Picts in Scotland, Britons in England.

Beowulf was a famous poem written at this time (one of the earliest pieces of literature)

Sutton Hoo burial site is a traditional ship burial site where a king was buried. Lots of knowledge has come from what was found here (weapons, gold, jewellery, Sutton Hoo helmet).

Year 3 Subject Knowledge organiser – PSHE



Puzzle Five – Relationships

Summer 1: 'Building positive, healthy relationships'



Content Overview:

Family roles and responsibilities
 Friendship and negotiation
 Keeping safe online and who to go to for help
 Being a global citizen
 Being aware of how my choices affect others
 Awareness of how other children have different lives
 Expressing appreciation for family and friends

Vocabulary

Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate

Song: 'R-E-L-A-T-I-O-N-S-H-I-P'

Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance.

(R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R32) where to get advice e.g. family, school and/or other sources (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online (H18) the characteristics and mental and physical benefits of an active lifestyle

Example of Floor book: