



# YEAR THREE - Has Christmas Lost Its True Meaning?

A journey back to Victorian times awaits the children as we look at what life was like over 100 years ago. We will be identifying key people/ important inventions and analysing the impact that this significant era had in changing the lives of people in Britain and all over the world. Students will also focus on learning about Light in Science and how shadows are created.

## NATIONAL CURRICULUM:

ENQUIRY QUESTION:

Has Christmas Lost Its True Meaning?

### English

### Mathematics

Text	English			Mathematics
	SPAG Focus	Spelling focus	Writing focus	Addition and Subtraction Multiplication and Division
<p>The Little Match Girl</p> <p><i>Oliver Twist</i></p> <p><i>Charles Dickens A Christmas Carol</i></p>	<ul style="list-style-type: none"> <li>Use of speech punctuation to mark direct speech</li> <li>Use of paragraphs to organise similar ideas and themes</li> </ul>	<ul style="list-style-type: none"> <li>See the overview that has been sent via ParentMail as spellings are now differentiated 4 ways</li> </ul>	<p>Story set in the past</p> <p>Diary recount</p>	<ul style="list-style-type: none"> <li>Continue focusing on addition and subtraction of 3-digit numbers using the formal method</li> <li>Revise multiplication and division</li> <li>Introduce 3, 4, and 8 times tables</li> <li>Begin looking at multiplying 2-digit by 1-digit numbers</li> </ul>

Topic objectives (Focus Subjects)	What do I already know about this subject? (Recall and Retrieve)	What new words will I learn? (Key Vocabulary)
<p><b>History Focus: The Victorians</b></p> <p>During this unit, students will:</p> <ul style="list-style-type: none"> <li>• Use evidence to describe the culture and leisure activities from the past.</li> <li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• Use evidence to describe buildings and their uses of people from the past</li> <li>• Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks questions such as ‘how did people ....? What did people do for ....?’</li> <li>• Suggests sources of evidence to use to help answer questions.</li> </ul> <p>Specific activities students will do include:</p> <ul style="list-style-type: none"> <li>• Ordering significant events from the Victorian era</li> <li>• Study the different lives of Victorians, including those of the rich and the poor</li> <li>• Research the significance of Prince Albert and his influences on Victorian Christmas traditions and the changes that occurred during this time</li> </ul>	<ul style="list-style-type: none"> <li>• Children talk or write about features, events, people and themes from the past and include some detail.</li> <li>• Sequence place events, objects, people from my history topic on a timeline</li> <li>• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul>	<p>Timeline Era Victorian Queen Victoria Prince Albert coronation invention compare and contrast significant impact social class (rich and poor) traditions</p>
Topic objectives (Focus Subjects)	What do I already know about this subject? (Recall and Retrieve)	What new words will I learn? (Key Vocabulary)

<p><b>Science focus: Sound and Light (Light will be the focus for Year 3)</b></p> <p>Students will be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change.</li> </ul>	<p>Observed and described weather associated with the seasons and how day length varies.</p> <p>It is not safe to look directly at the Sun, even when wearing dark glasses. Children will have a prior learning of light due to discussing changes in daylight hours.</p>	<p><b><u>Anchor words</u></b> shiny, surface, material, protect, mirror, sunlight, dangerous, blocked, bright</p> <p><b><u>Goldilocks words</u></b> Light, light source, dark, absence, transparent, opaque, reflect, reflective, reflection, shadow</p> <p><b><u>Step on words</u></b> matt, translucent, intensity, radiate, emit</p>
--	---	---

**Other curriculum areas (Knowledge and skills understanding)**

<p>Art:</p> <p>Printing: Making Our Own Gift Bags</p> <ul style="list-style-type: none"> <li>• What is a press print?</li> <li>• What part of the print will transfer?</li> <li>• How to use a roller effectively to apply paint to a printing tile.</li> <li>• Talking about different types of printing blocks – raised blocks/engraved blocks.</li> <li>• Comparing the application of paint using different printing methods.</li> </ul>	<p>Music:</p> <p><b>Glockenspiel</b></p> <p>Key Vocabulary: Pulse, Rhythm, Pitch, Dynamics, Tempo, Structure., Notation, Stave, Crotchet, Ostinato, Drone</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Perform simple melodic and rhythmic parts Pulse/ Rhythm/Pitch/Dynamics/ Tempo/Ostinato/ Drone</li> <li>• Play a simple melody of 3 pitch range of notes. Pulse/ Rhythm/Pitch/Dynamics/ Tempo/Ostinato/ Drone</li> <li>• Play with increasing accuracy and control.</li> <li>• Play with respect for the instrument.</li> </ul>
<p>Outdoor PE Hockey</p>	<p>French: Students will:</p>

<p>Students will:</p> <ul style="list-style-type: none"> <li>- Learn how to pass, receive and travel with the ball as well as tackle and shoot.</li> <li>- Develop their understanding of the principles of attacking and defending in invasion games.</li> <li>- Have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practice and improve their skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversations, ask and answer questions in the context of greeting people.</li> <li>• Engage in conversations, ask and answer questions in the context of introducing yourself.</li> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> </ul>
<p>Indoor PE The Victorians Students will:</p> <ul style="list-style-type: none"> <li>- Be able to perform basic movements to music and build a simple themed dance focusing on the The Victorians, specifically looking at the Queen's coronation, Victorian life and Victorian characters.</li> <li>- Learn structured movement patterns and create and perform short dance sequences using stimuli.</li> <li>- Develop knowledge and technique around a theme and enjoy working with others and being part of a team.</li> <li>- Communicate positively with others and improve social wellness.</li> <li>- Appreciate and participate in different styles of dance, lead and help others.</li> </ul>	<p>PSHE Celebrating Difference Students will:</p> <ul style="list-style-type: none"> <li>• Understand that everybody's family is different and important to them</li> <li>• Understand that differences and conflicts sometimes happen among family members</li> <li>• Know what it means to be a witness to bullying</li> <li>• Know that witnesses can make a situation better or worse by what they do</li> <li>• Recognise that some words are used in hurtful ways</li> <li>• Share a time when our own words have hurt someone's feelings and what the consequences were</li> </ul>

### HOW CAN YOU HELP?

- Help children consolidate basic addition and subtraction of single digit numbers (3 + 5, 7 + 9, 6 – 2, 9 – 5)
- Get your child to play TTRockstars – there is an extremely high correlation between the number of times a child plays and the increase in their BIG MATHS scores.
- Learn to Read – Children should read these books 2-3 times to build up their speed, fluency and expression. Sit down with your child and listen to them read, you will be surprised at how much this helps their reading 😊
- Practise the Common Exception Words from Year 1 to Year 3 and 4
- Useful websites;

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.mathszone.co.uk](http://www.mathszone.co.uk)

[www.xtramath.org](http://www.xtramath.org)

[www.spellingframe.co.uk](http://www.spellingframe.co.uk)