

# Y3MB Newsletter September 2017

## Our Topic this half term is '*Victorious Victorians*'

It has been lovely to welcome the children back to school after their summer holiday. Y3MB are already working hard and are producing some excellent learning. Here is a breakdown of what we will be covering in class each week as well as a timetable (see reverse). Please note that P.E for Y3MB is on Mondays and Fridays.

|                                   | Week 1  | Week 2   | Week 3   | Week 4   | Week 5   | Week 6  | Week 7  | Week 8   |
|-----------------------------------|---|--|--|--|--|---|---|--|
| <b>Literacy</b>                   | Fantastic Mr Fox<br><br>Writing character portraits   | Fantastic Mr Fox<br><br>Writing passages of dialogue   | Fantastic Mr Fox<br><br>Developing the use of settings   | Fantastic Mr Fox<br><br>Writing a sequel to Fantastic Mr Fox   | Fantastic Mr Fox – the playscript<br><br>Performing and writing playscripts  | Fantastic Mr Fox – the playscript<br><br>Write a playscript version of the Gruffalo story   | Fantastic Foxes – a report<br><br>Gathering information and writing a report about woodland   | Fantastic Foxes – a report<br><br>Gathering information and writing a report about woodland                    |
| <b>Numeracy</b>                   | Exploring the place value of 3 digit numbers  | Finding 10 / 100 more or less than any given number<br><br>3 times table and   | Comparing and ordering numbers up to 1000  | Adding and subtracting numbers mentally including a 3 digit number and one   | Formal written method for addition<br><br>Estimating answers   | Formal written method for subtraction<br><br>Using the inverse to check answers   | Solving calculation problems  | Solving calculation problems   |
| <b>Topic</b>                      | <b>History-</b> When was the Victoria era?<br><br><b>Science</b> -What is an animal?<br><br><b>Art/DT-</b> Drawing portraits – proportion and scale | <b>History-</b> What was Victorian school like?<br><br><b>Science</b> What is nutrition?<br><br><b>Art/DT-</b> Drawing portraits – facial expression | <b>History-</b> What were Victorian homes like?<br><br><b>Science-</b> What are food groups?<br><br><b>Art/DT</b> Portraits mixing colours | <b>History-</b> How did the Industrial Revolution affect Sheffield?<br><br><b>Science</b> -What is a skeleton?<br><br><b>Art/DT</b> - Portraits mixing colours | <b>History-</b> What were the lives of Victorian children like?<br><br><b>Science-</b> Why do we need a skeleton?<br><br><b>Art/DT-</b> Making a Victorian thaumatrope | <b>History-</b> What did children play in the Victorian times?<br><br><b>Science</b> -What different types of skeletons are there?<br><br><b>Art/DT-</b> Making a Victorian thaumatrope | <b>History-</b> What did children play in the Victorian times?<br><br><b>Science</b> -What different types of skeletons are there?<br><br><b>Art/DT-</b> Making a Victorian thaumatrope | <b>Music Week</b><br>More to follow...   |
| <b>PE</b>                         | <b>Ball skills-</b> Pass and receive with hands in different ways<br><b>Dance</b> – creating shapes and patterns                                    | <b>Ball skills</b><br>Demonstrating control when passing dribbling and receiving with feet.<br><b>Dance</b> –exploring different jumps               | <b>Ball skills-</b> Improve ability to select and apply tactics<br><br><b>Dance</b> – exploring ways of travelling                         | <b>Ball skills</b><br>. Improve ability to select and apply tactics<br><br><b>Dance</b> – exploring ways of turning  | <b>Ball skills</b><br>Work in groups to retain possession and show progression down the pitch<br><br><b>Dance</b> – creating short                                     | <b>Ball skills</b><br>Work in groups to retain possession and show progression down the pitch<br><br><b>Dance</b> – linking travelling  | <b>Ball skills</b><br>Recognize how small game activity can be improved<br><br><b>Dance</b> – creating a dance  | <b>Ball skills</b><br>Recognize how small game activity can be improved<br><br><b>Dance</b> – creating a dance |
| <b>Trips, visits and visitors</b> |   | Friday 15 <sup>th</sup> September: Victorian Classroom   |  |  |  |   |   |  |

### Y3MB Timetable

|    | 8.45 - 8.55<br>8.55 - 9.15 | 9.15 - 10.15 | 10.15 - 10.30 | 10.30 - 11.30    | 11.30 - 12.00  | 12.00 - 1.10 | 1.10-2.10      |                       | 2.10-2.55   | 2.55 - 3.10          | 3.10 - 3.30         |
|----|----------------------------|--------------|---------------|------------------|----------------|--------------|----------------|-----------------------|-------------|----------------------|---------------------|
| M  | Spelling                   | Maths        | B             | Literacy         | Guided Reading | L            | Class Assembly | 1:40 - 2:10<br>French | PE          |                      | Story               |
| T  | Spelling                   | Maths        | R             | Literacy         | Guided Reading | U            | Topic          |                       | RE          | Handwriting          | Year Group Assembly |
| W  | Mental maths               | Maths        | E             | Literacy         | Guided Reading | N            | Topic          |                       | Handwriting | School Assembly      | Homework            |
| Th | Guided Reading             | Maths        | A             | Extended Writing |                | C            | Music          |                       | Computing   | Celebration Assembly | Spelling            |
| F  | Mental Maths               | Maths        | K             | EW Follow Up     | Guided Reading | H            | Topic (DT/Art) |                       | P.E         | Singing Assembly     | Poetry              |