

Zones of Regulation

- Helps children to recognise when they are in different states or 'zones'
- Each of the four zones are represented by a different colour
- Children learn to use strategies or tools to stay in a zone or move from one to another
- Children explore calming techniques, cognitive strategies and sensory supports so that they have a toolbox of methods to move between zones

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Stone Age Boy <i>Portal story</i> Stone Age Settlement <i>Information text</i>	Christmas toy advert <i>Persuasive text</i> Narrative Christmas poem <i>Poetry</i>	Adventure in the Pyramids <i>Finding Tale</i> Howard Carter <i>Diary</i>	Until I met Dudley <i>Explanation text</i> Visit the Alps <i>Persuasive text</i>	Thor and the Giants <i>Conquering the Monster</i> First News <i>News report</i>	Escape from Pompeii <i>Tale of fear</i> Volcanoes <i>Discussion Text</i>
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Statistics Money	Measure: Length and Perimeter Fractions	Measure: Time Statistics Properties of shape	Measure: Mass, capacity, Statistics Money
Science	Forces and Magnets	Animals including humans	Light	Light/ Plants	Plants	Rocks
History Geography	History: Stone Age to Iron Age	Geography: UK Regional Study (North East)	History: Egyptians	Geography: European Regional Study (The Alps)	History: The Vikings	Geography: Volcanoes and Earthquakes
Art Design Technology	Prehistoric Paintings	Take One Picture DT: Constructing castles (structures)	Egyptian Art	Gallery Project DT: Egyptian collars (textiles)	Growing Artists	Abstract, shape and Space DT: Seasonal Food (cooking and nutrition)
Computing	Document editing and creation	Stop frame animation	Desktop publishing	Scratch sequencing sounds	Branching databases	Sequencing
RE	Expressions of identity	Meanings within Christmas and Diwali	The content and significance of the Bible	Meanings in Easter	Hinduism - God and worship in the home	Hinduism - Beliefs and Practices
PE	Basketball	Gymnastics	Dance	Hockey	Cricket	Athletics
PSHE	Families and Friendships Safe relationships Respecting ourselves and others		Belonging to a community Media literacy and digital resilience Money and work		Physical health and Mental wellbeing Growing and changing Keeping safe	
Music	Writing Music Down		Composing using your imagination	KS 2 show	Djembe	Ukulele
Spanish	Phonics and pronunciation I am learning Spanish	Animals Colours	I play...	I know how	Days of the week Numbers	Ice creams

Year 3 Curriculum Half Term Overviews



South Gosforth First School
'Roots to grow and wings to fly'

Art & Design

This term our art unit is linked to our History topic *'What is better? Stone Age or Iron Age?'* We shall be looking closely at cave painting across Europe and recurring themes and then recreating our own cave art paintings.

P.E

We shall be developing our basketball skills this term including dribbling, shooting and passing.

Music

Listen, appraise and perform *'Three Little Birds'* by Bob Marley

Maths

We start the term with Place Value, focusing on Hundred, Tens and Ones. We shall compare objects and compare and order numbers. The children will count in 50s and we will also begin our unit on addition and subtraction. The children will add and subtract 2 and 3 digit numbers.

Literacy

Portal Story

We shall be learning about the features that make a good portal story before writing our own version of this text type.

Non Chronological Reports

We shall discover the language features of this type of writing before creating a

Science

Forces and Magnets

This term we will investigate how things move on different surfaces. The children will observe how magnets attract or repel each other and attract some materials and not others.

History

For our history topic *Stone Age to Iron Age* we shall be looking closely at the historical term *'Prehistory'* before learning about life in Britain during these periods of history.

Year 3

Stone Age to Iron Age



Computing

The children will learn about how to stay safe online using our SMART rules. We shall also complete a unit on creating, editing and saving Word documents.

PSHE & 'Together Time'

This term we shall be looking at how all families are unique and what it means to belong to a family.

Religious Education

Belonging in Hinduism

Pupils draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging in their faith.



Character
Culture
Creativity
Challenge

Enrichment, Hooks & Pupil Engagement: We shall be using our novel *Stig of the Dump* to engage the pupils with the Stone Age topic

'The Big Picture' Task: This term we shall be developing our historical enquiry skills to discover the different periods of Prehistory. We shall be linking this to our Literacy work on Non Chronological Reports and expressing our creativity through Stone Age cave art.

'Stunning Start' & 'Fantastic Finish': The children will participate in a Stone Age workshop in the final week of half term to consolidate their learning from this topic.

Curriculum enhancements



- Stone Age workshop at Rising Sun - November
- Theatre trip – December
- Great North Museum – January
- Cricket workshops at cricket club - spring
- STEM engineering project
- Chorister Project – Spring
- Hindu Temple – Summer



Year 3 Maths Overview



	1	2	3	4	5	6	7	8
Autumn 1	Place Value	Place Value	Place Value	Place Value	Addition and subtraction	Addition and subtraction	Addition and subtraction	Addition and subtraction
		Shape – Day 5	Shape – Day 5	Shape – Day 5	Shape – Day 5	Shape – Day 5	Shape – Day 5	Shape – Day 5
Autumn 2	Addition and subtraction	Addition and subtraction	Addition and subtraction	Multiplication and Division A	Multiplication and Division A	Multiplication and Division A	Consolidation	
	Shape – Day 5	Shape – Day 5	Shape – Day 5	Time– Day 5	Time– Day 5	Time– Day 5	Time– Day 5	
Spring 1	Multiplication and Division A	Multiplication and Division A	Multiplication and Division A	Multiplication and Division B	Multiplication and Division B	Multiplication and Division B		
	Time– Day 5	Time– Day 5	Time– Day 5	Time– Day 5	Time– Day 5	Time– Day 5		
Spring 2	Multiplication and Division B	Multiplication and Division B	Fractions A	Fractions A	Fractions A			
	Mass and capacity – Day 5	Mass and capacity – Day 5	Mass and capacity – Day 5	Mass and capacity – Day 5	Mass and capacity – Day 5			
Summer 1	Consolidation	Fractions A	Fractions B	Fractions B	Fractions B	Fractions B	Money	
		Mass and capacity – Day 5	Mass and capacity – Day 5	Mass and capacity – Day 5	Length and perimeter – Day 5	Length and perimeter – Day 5	Length and perimeter – Day 5	
Summer 2	Money	Money	Statistics	Statistics	Consolidation			
	Length and perimeter – Day 5	Length and perimeter – Day 5	Length and perimeter – Day 5	Length and perimeter – Day 5				



What you can do at home

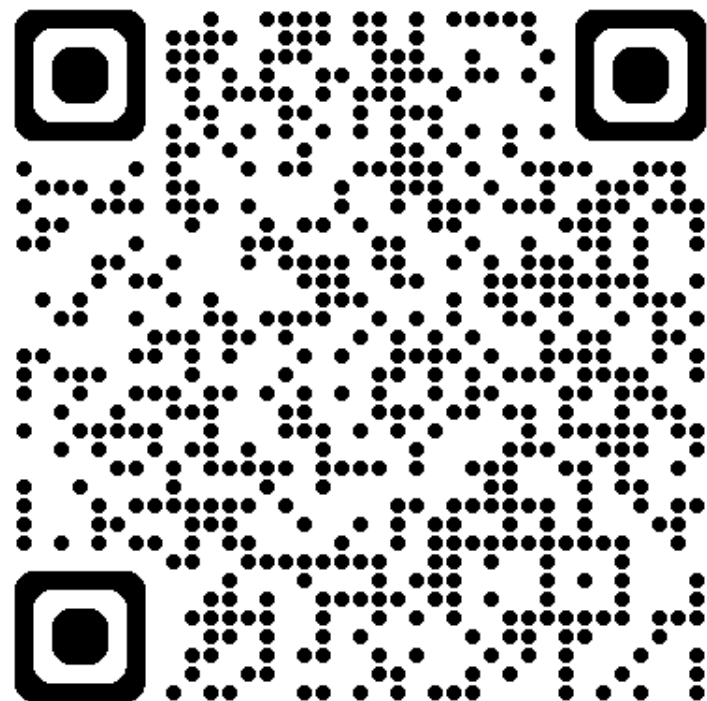
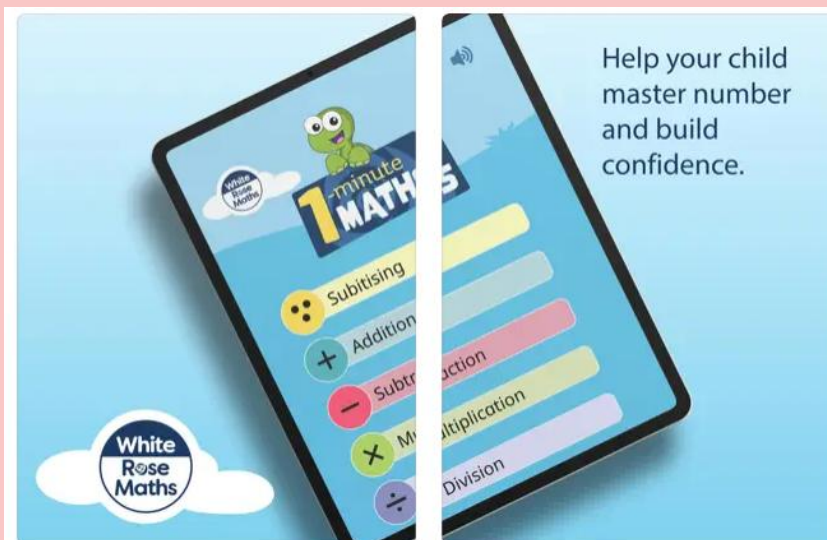
- Complete weekly homework tasks learning times tables
- Encourage regular short bursts on TTRS
- Practical maths activities such as telling the time, reading metro timetables, using money in shops
- Visit the school website to view curriculum overviews and calculation methods



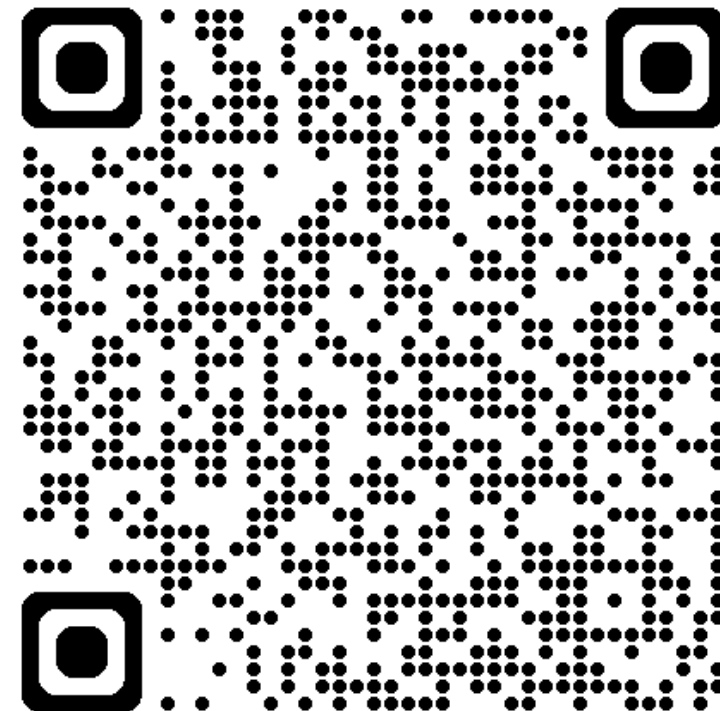
TIMES TABLES ROCK STARS

MULTIPLICATION & DIVISION.
SOLVED.



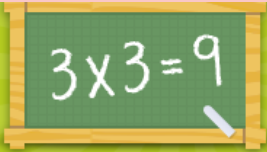


Apple



Android





Times tables.co.uk

Learn the times tables here!

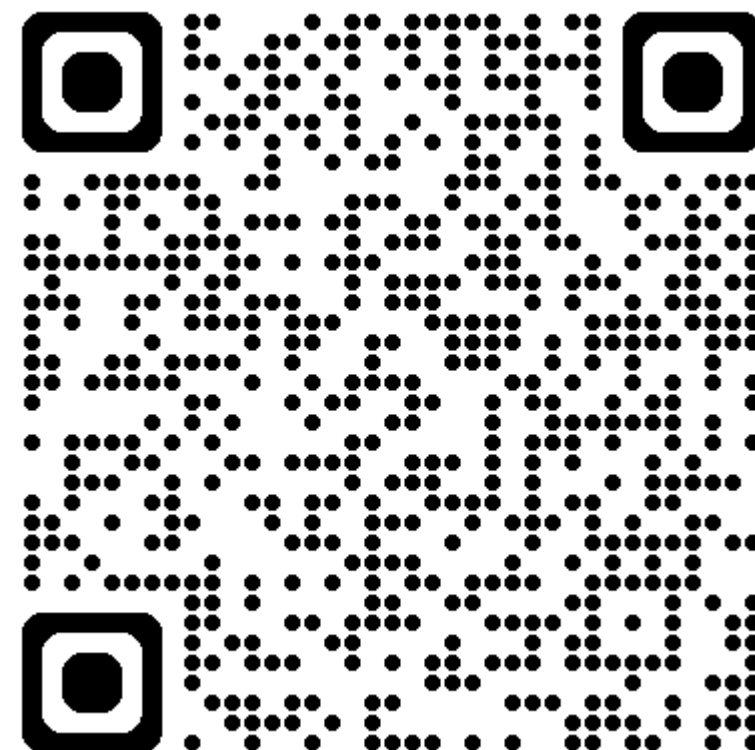
teacher login

Learn your times tables

At [timestables.co.uk](https://www.timestables.co.uk) you can easily practise all of your tables. The arithmetic problems are clear and simple so you can immediately get started on practicing your tables. Select one of the times tables you wish to practise from the list below and show what you can do on the speed test, Multiplication Tables Check or printout great worksheets.

Which times tables do you want to learn?

1 times table	2 times table	3 times table	4 times table
5 times table	6 times table	7 times table	8 times table
9 times table	10 times table	11 times table	12 times table





- Weekly spellings and times tables – every half term
- Topic based homework – not mandatory

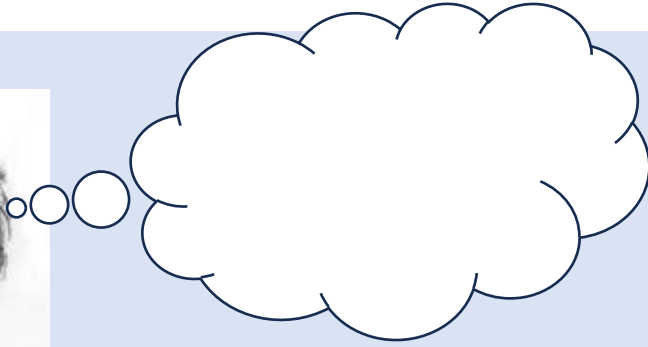
Reading in Year 3



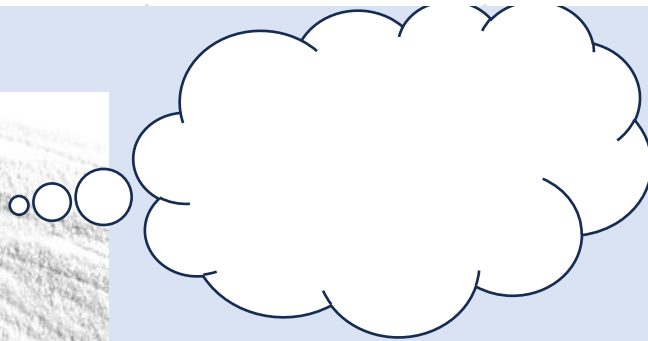
V
I
P
E
R
S

The teaching of reading	• Whole class shared reading • Individual reading • 'Talk for Writing'
Developing a love for reading	• Daily stories • Whole class shared texts • Opportunities to develop a love for reading
Home-school reading	• Reading books – books closely matched to the pupil's reading ability/selected library book

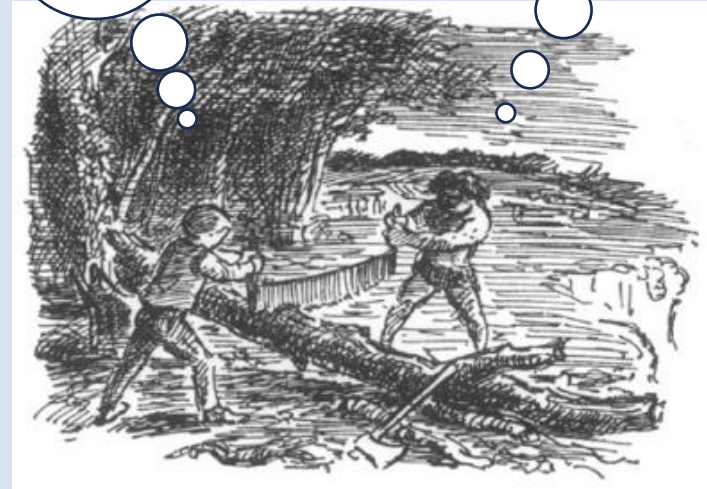
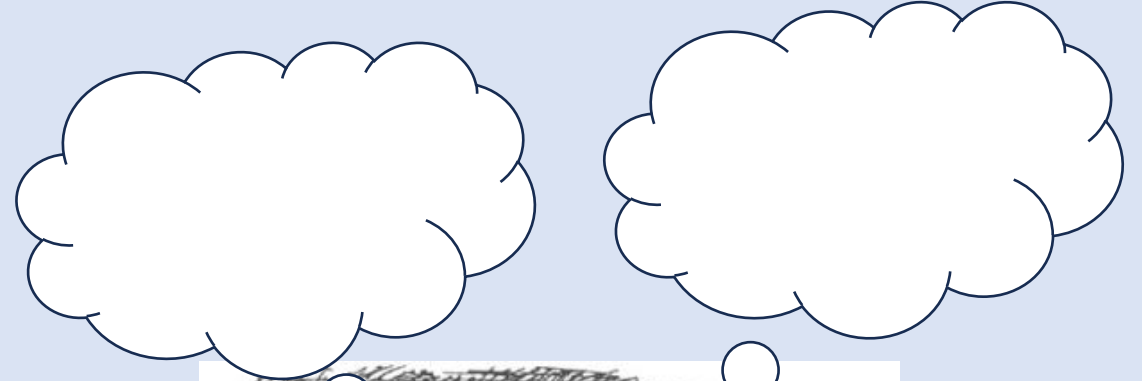
Stig looked at the saw doubtfully. He felt its sharp teeth and grunted approval, but he still did not understand what they were going to do with it.



'Steady!' cried Barney 'Must we go so fast? We've got a long way to go yet.'
'Stop!' cried Barney. 'Look, Stig, you're pushing as well as pulling. It makes the saw bend and it makes you tired too.'

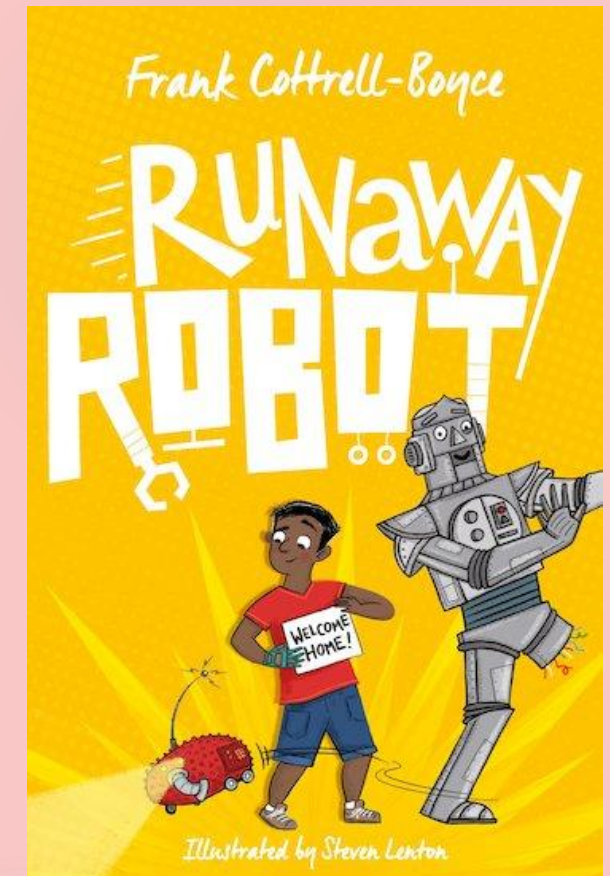
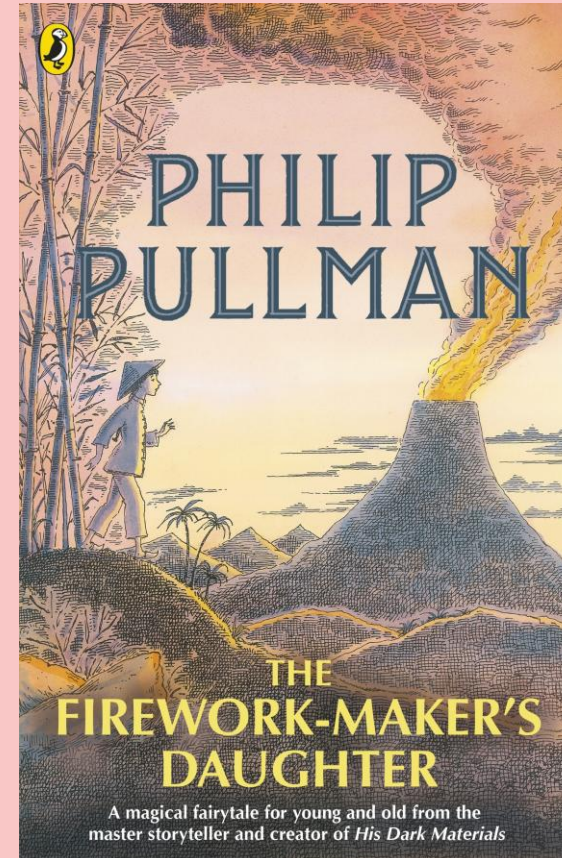
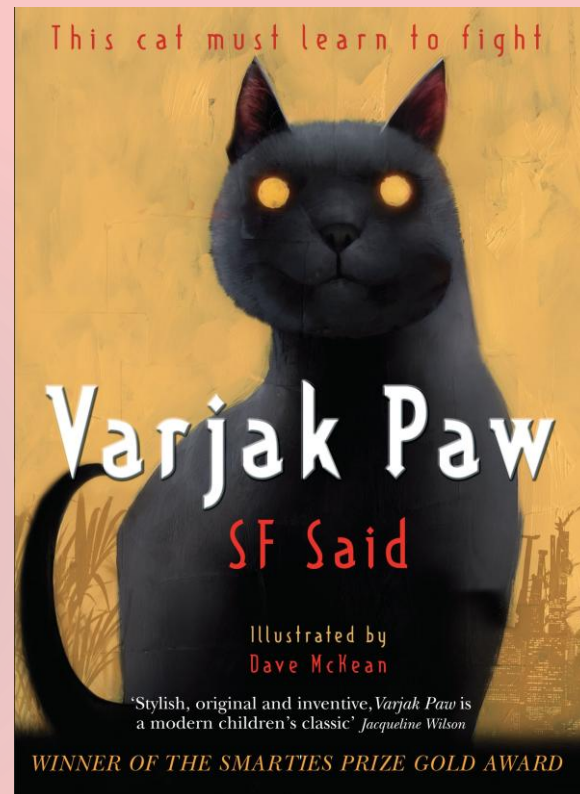
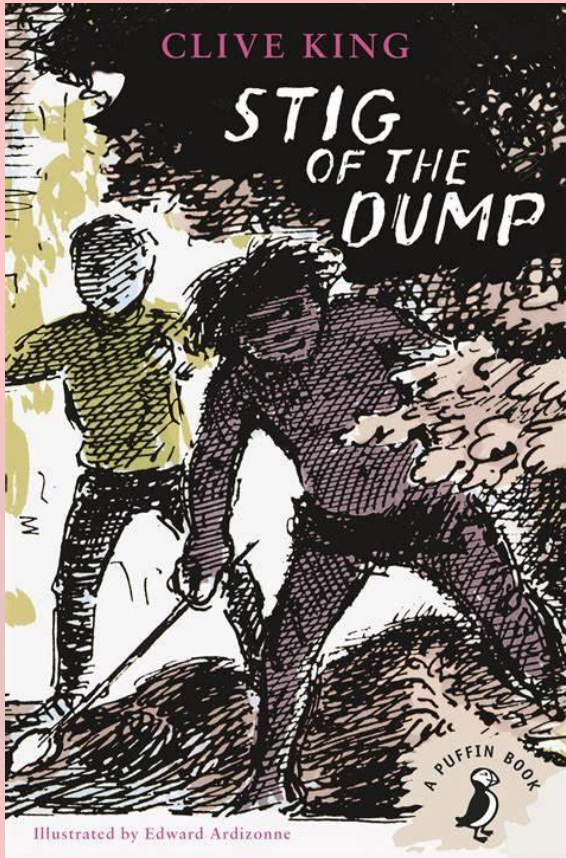


Inference



Using what you have read, write what Barney and Stig might have been thinking at those points in the story.

Year 3 Reading spine



Home / School Reading



Home Reading Books

- ▶ Children will bring home **two reading books** per week at their reading level until they are at the **Free Reader** level at which point they will choose one book per week. Children need to be able to read these at 95% fluency and showing understanding of the text before moving to the next level.
- ▶ They should have these books and their reading record in school every day so we can read with them as much as possible.

Library Book

- ▶ The children can choose a book from the library of their choice – no restrictions as to what they choose as this is a book to be shared with your child. They may not be able to read it independently but it is a book they showed interest in.
- ▶ Both classes visit the library on **Mondays**. The children can keep their book more than a week but they will not be able to take out another book until their current library book is returned.

Writing in Year 3



- Daily English lessons (60 minutes long).
- Spellings practice – weekly spellings and common exception words.
- Regular handwriting practice – 15 minutes.

Feedback

Monday 23rd September

Innovate a portal story •

Olivia woke up and rubbed her eyes
boredly. She got out of bed and stood
out of the window she could smell the smell
of the sweet daffodils as yellow
bright sun. The lake was bright
and was sparkling in the wind the trees
were ^{sp}swaying in the East side in the
this breeze. Olivia put on her T-shirt
her trousers and went down stairs. "Grandma
going for a walk on the beach!"
Exclaimed Olivia.

OK! Slept grand man ✓

swaying	swaying
swaging	swaying

Olivia flung open the door and began
her walk on the beach. Olivia suddenly found
a stone Age painting she laughed it every
thing wasn't black. She found herself in the
Stone Age standing in front of a silver
toothed tiger. Suddenly a stone Age girl
appeared on a brown woady man with "jump out"
Exclaimed the girl just as the Tiger pounced
she got on the woady man with the girl
took her to her mum. Olivia laughed the
stone Age painting and found her self back
on the beach her grandma was waiting
for her with chocolate brownies.

✓ You chose some really engaging
vocabulary, Isabelle.

phrases and some personification, too
↑
(the tree bowed sadly - use more of that!)
Try to avoid beginning sentences
with 'The'. Maybe try starting
with a preposition.

e.g. Under a pale moon, ...

Next to the rickety, old, wooden
jetty ...

bowed bowed bowed

leaning against the ruler strait trees,
as a old jetty sadly bobbing along
the crawling waves. You could
hear the distance cry of a seagull
lunging its head into the icy depths
of the sea.

Support at home – writing and reading



- Visit the school website to view curriculum overviews
- Encourage children to develop a love for reading – shared reading time, exposure to a variety of stories
- Ask questions – What can you infer about the character's feelings?
- Complete weekly homework – regular reading and spelling practice
- We have a weekly quiz every Friday morning.
- Some children may have adapted spellings depending on their need.



Any questions?