

Our Big Questions

What is it like to be a Hindu

In Year 3, we spend the whole Autumn term learning about Hinduism, with our year group assembly focussing on the celebration of Diwali. After we have learnt some initial ideas, we like to take the children on a visit to a Hindu temple, or Mandir, in Derby. Some of the children like to discuss their own experiences of being a Hindu and others may want to ask questions of their peers to learn more.



As artists we will:

- Be focussing on Henri Rousseau's 'Tiger in A Storm' as part of the whole school 'Take One Picture' project.
- Choose different media to create our own interpretations on paper.
- Work collaboratively to create a sculpture inspired by the painting.
- Later in the term, we will hone our sewing skills with a textiles assignment designing and making an decorated Indian elephant in conjunction with our Geography topic.

As scientists we will:

- Ask and answer relevant questions using correct scientific vocabulary.
- Set up simple fair tests.
- Find out about why light is needed and how light may be altered by different surfaces and materials.
- Discover how shadows are formed and how they change.
- Investigate how magnets attract and repel and different uses for magnets.

As geographers we will:

- Be studying India!
- Locate the continents, India and countries between England and India on a world map.
- Understand similarities and differences between England and India.
- Describe physical geography— such as climate, vegetation, rivers and mountains—of India.
- Explain the land use in India.

YEAR 3

As PC users we will:

- Learn about how to stay safe online.
- Discover how to spot cyber-bullying, linked to our anti-bullying topic in PSHE.
- Learn how to communicate with people on the internet safely, using email.
- Find out simply how a computer network works.

As musicians we will:

- Learn to sing songs related to the Hindu festival of Diwali, with clear diction, expression and control of our voices.
- Learn to play the pentaglock following written musical notation.
- Evaluate our performances and suggest improvements.
- Compose our own musical pieces and then perform them on the pentaglocks.

As writers we will:

- Study a range of instructional writing and evaluate examples of others to illicit what is 'good'.
- Write personal reports considering layout and language styles
- Evaluate, perform and compose performance poetry and plays.
- Read traditional stories and compose our own versions inspired by those we have read.
- Write story settings, based on familiar places.

As sports people we will:

- Perform dance sequences with control and consistency using an Indian dance style stimulus.
- Compose a set of gymnastic moves using contrasting body balances and movements.
- Play football showing increasing accuracy when striking the ball and an awareness of space or support from team-mates.

As historians we will:

- Start to identify some changes which occurred over the Stone Age/ Bronze Age and Iron Age periods.
- Research elements such as food, housing and weaponry in this time.

THIS TOPIC WILL BE CONTINUED INTO THE SPRING TERM IN MORE DETAIL

As designers we will:

- Design and make a curry and chapatti in conjunction with our India topic.
- Improve our slicing, peeling and other food preparation skills.
- Consider which flavours go well together and evaluate our food.

As linguists we will:

- Greet each other in French.
- Talk about our age, body and Christmas, using grammatically correct sentences in French.
- Recite the numbers 0-20 in French.

As mathematicians we will:

- Read, write, compare and order numbers up to 1000.
- Find 10 more and 10 less than given numbers and use this to add and subtract near multiples of 10 (eg 9/11/19/21).
- Recognise the place value of digits within numbers to 1000.
- Add and subtract units to/from numbers below 1000, add and subtract tens to/from numbers below 1000, add and subtract hundreds to/from numbers below 1000.
- Maintain rapid recall of 2, 5 and 10 times tables from Year 2.
- Build up our recall of the 3, 4 and 8 times tables.
- Recall division facts relating to the times tables that we know.
- Find fractions of amounts using our times tables knowledge.
- Compare, estimate, measure, add and subtract lengths using metres (m) centimetres (cm) and millimetres (mm).
- Tell the time to the nearest 5 minutes using the 12-hour clock.
- Identify properties of 2D and 3D shapes using correct mathematical vocabulary.
- Use tally and bar charts to present data we have gathered.

WITHIN ALL OF THESE ASPECTS OF MATHEMATICS, WE WILL APPLY SKILLS TO PROBLEM SOLVING, PUZZLES AND MONEY USAGE.

USEFUL WEBSITE:

<http://primaryhomeworkhelp.co.uk/india/index.htm>