

Love, listen and learn

Year 3, St. Cecilia

Miss C. Sheehan



Prayer for St. Cecilia
O God, who raised the voice of thy
virtuous servant Cecilia to
be heard in heaven, grant that
we may imitate her purity
and strive to sing, unceasingly,
thy glory in our hearts.
- St. Augustine -

St. Cecilia's Day
St. Cecilia is the patron saint of
musicians. She is believed to have
been a Roman noblewoman who
loved to sing to the Virgin Mary
and the infant Jesus.



Welcome to St. Cecilia Miss Sheehan





The children of St. Cecilia have been working hard this term and hope you enjoy this presentation.

Year 3 Class Rules

The children have helped to devise the class rules and try to follow them every day.

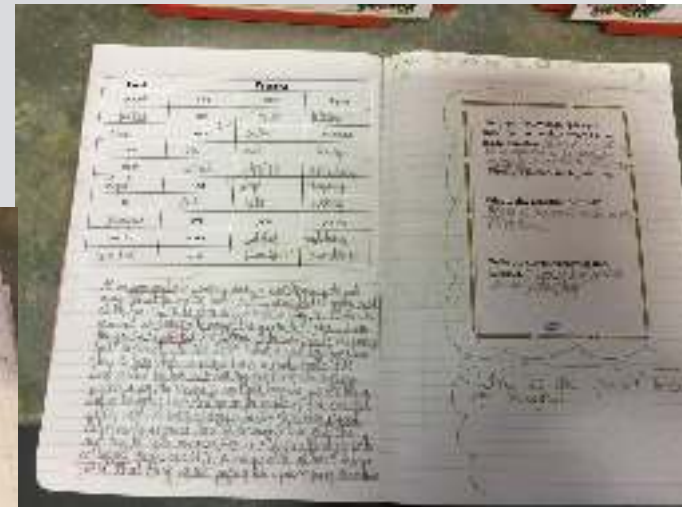
1. Show good manners and consideration for everyone at all times.
2. Be respectful of all people in school.
3. Look after your classroom, playground and school.
4. Concentrate, listen and follow instructions the first time you are asked.

We are able to earn Table Points for our group by following our rules and showing good behaviour. The table with the most points on Friday wins a 'Table of the Week' prize. Most weeks we have a very tight result.



Year 3 Class Expectations

All work is to be completed on time, (in school and at home) and to a quality standard. We work hard to make sure presentation is neat and encourage the children to take pride in their own work.

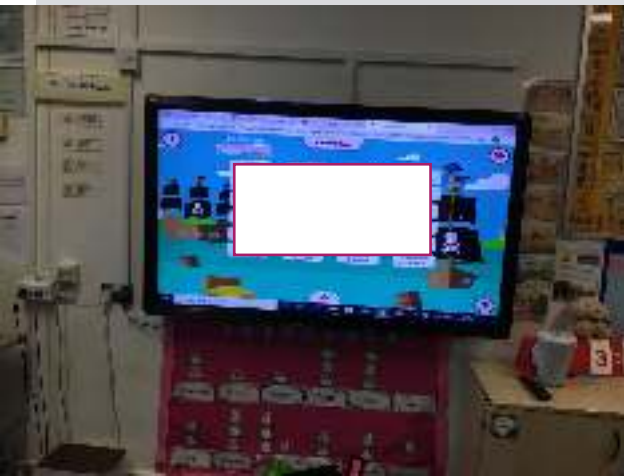


How we start our day:

We wash our hands.



We say our prayers.



We order our lunches.

Homework

Homework is given to the children every **Wednesday** and should be returned to school the following **Monday**. The children will normally have to complete a piece of English, Maths and RE homework. They will also receive spellings, mental maths and handwriting. It is really important that adults check that their child has completed all the homework.

It is important to check that your child has understood the work which has been set and if there is a comment that you want to write about how your child has got on please feel free to.

Homework is marked in school and kept in each child's Homework folder which is sent home to you at the end of each term.

Reading Records

The children are expected to read for at least 20 minutes per night and fill in the information inside their Reading Record. It is important that an adult checks that their child is reading and signs the reading record daily.

Reading records should come into school everyday, and adult in school will be checking that the reading record is being signed and up to date once a week. There should be at least **5 signatures** by an adult when the record is checked.

At the front of the Reading Records we have attached the Assessment Focus sheets. These are to help you focus on an area of the child's reading and make a comment based on these.

Children are welcome to borrow books from the in class library to read at home, though it is important to remember that any book can be signed in to their reading record, not just books borrowed from school.

P.E.

Our PE slot is on a Tuesday in school, the children should come dressed in their P.E. kit and bring their P.E. plimsols to **change in to** before the lesson.

Please ensure your child's jumpers/cardigans are clearly labelled with their name.

The P.E. uniform is:

- A white T-shirt
- Blue jogging bottoms or navy shorts

These can be purchased from the school office.

Mass

Although we are not all able to attend Mass together in the Church yet, we are lucky to still be able to participate by using the online parish streaming service.

At present, Year 3 are scheduled to attend Mass on Thursday 27th May and Thursday 24th June. We will remind the children closer to these dates.

Here, we are having our Rosary beads blessed by Fr. John.



Literacy

So far this term, we have looked at persuasive writing, playscripts and balanced arguments. We have also completed a unit on the short film 'The Beauty of Life'.

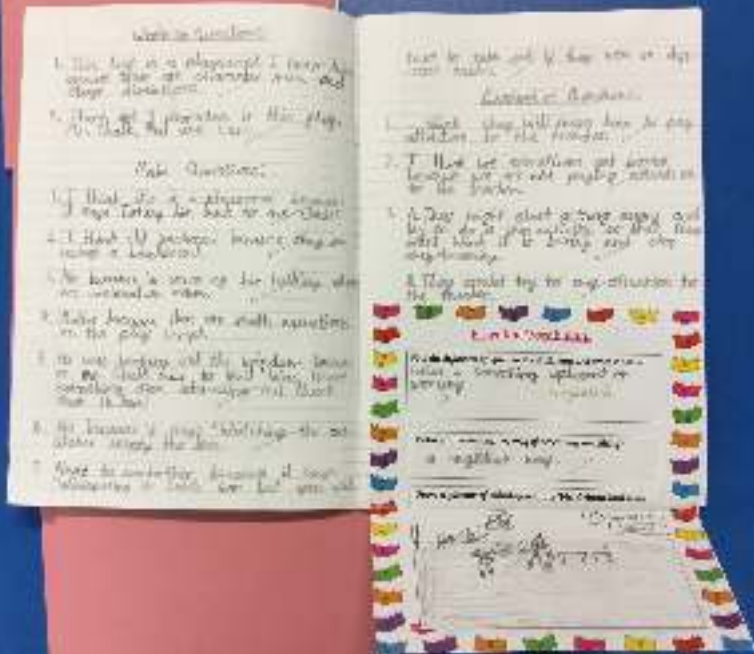
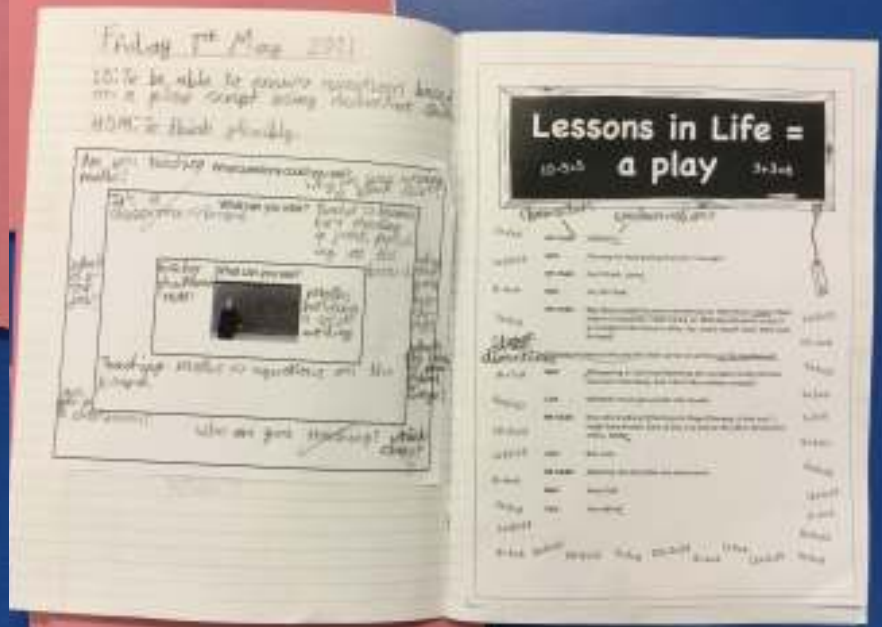
For each topic, we usually begin by identifying the different features of the text type. We look at examples of writing and discuss how the features are used effectively. We also complete a reading comprehension where we read a text and use a range of different comprehension skills and strategies to answer questions accurately. Towards the end of a topic we have the opportunity to write our own piece of work.

In the next half-term we will look at biographies, autobiographies and the short film 'El Caminante'.

Throughout each topic we will continue to revise and consolidate our grammar and punctuation knowledge, applying it within our writing tasks,

We will continue to have weekly spelling tests, based on the spellings sent home each week.

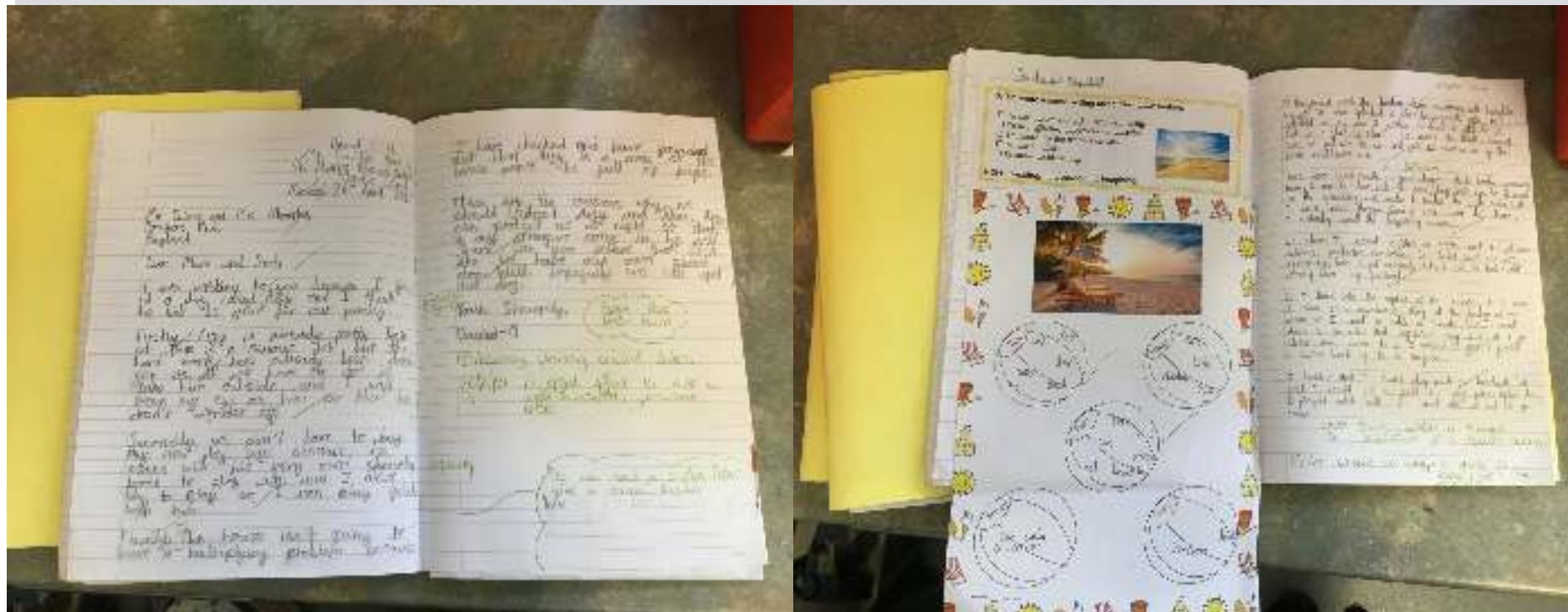
The children will also continue to practise their handwriting throughout the term, to improve consistency and legibility. In KS2 the children are expected to join up their letters appropriately, using the correct strokes.



We keep our Literacy work neat and tidy by using clear, legible handwriting and answering questions in full sentences.

Big Writing

We aim to complete a Big Writing task each week, usually on a Monday. These tasks are linked to our learning and allow us the opportunity to practise and demonstrate our Literacy skills. We use Success Criteria to remind us of what we need to include in our writing and this allows us to develop our self-assessment and editing skills as we review our work (or sometimes a partner's work) to see if we have achieved all of our S.C.

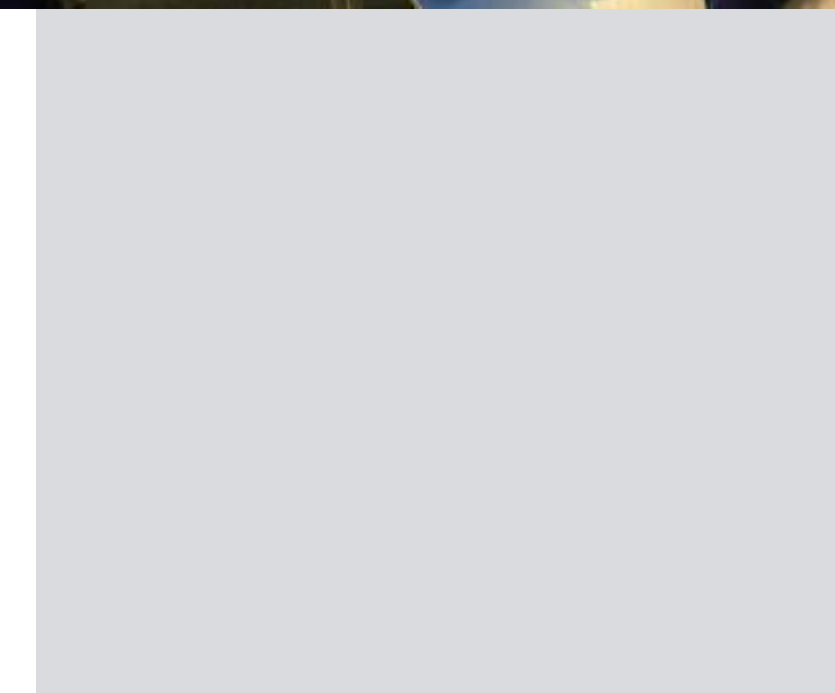
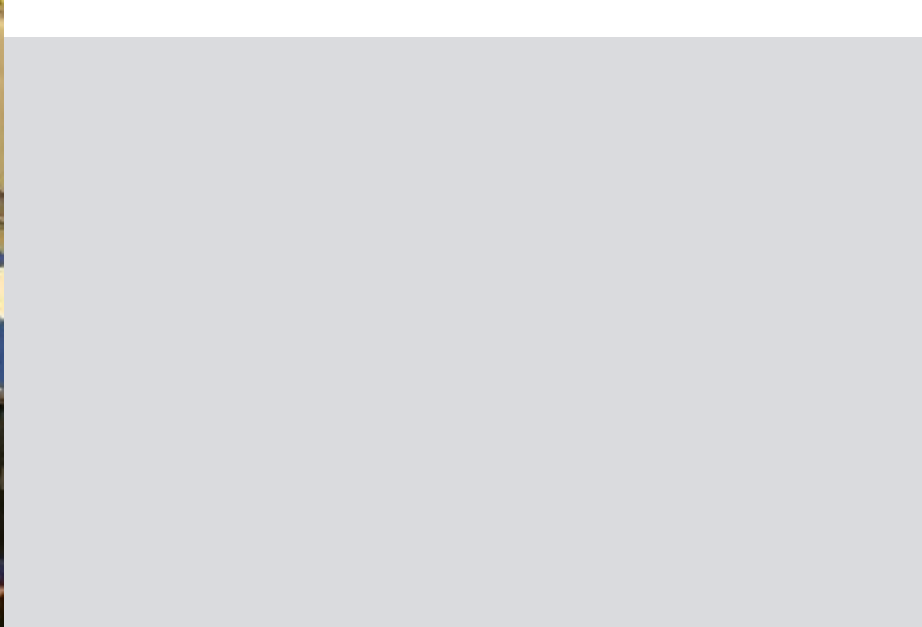


Using paragraphs helps me to organise my writing clearly.

My favourite Big Writing task this term was the persuasive letter. I had to convince my parents to adopt a dog!

The Success Criteria help me to know what I need to include when I am writing.

I like practising my handwriting so I can keep my work neat and tidy.



Numeracy



Fractions

A large green bulletin board titled "Fractions" is covered with various educational materials. On the left side, there is a vertical list of fraction names: fifth, denominator, quarter, part, third, equivalent, and half. On the right side, there is a vertical list of fraction names: sixth, fraction, seventh, whole, eighth, fourth, ninth, and tenth. The board is filled with numerous small cards, some showing pie charts, some with mathematical problems, and some with illustrations of objects like a fish, a carrot, and a pencil. There are also larger cards with text and diagrams. The board is decorated with colorful borders and small stickers.

A vertical strip of educational cards on the right side of the board. It includes a list of operations: addition, subtraction, multiplication, and division. Each operation is accompanied by a small icon: a plus sign for addition, a minus sign for subtraction, a multiplication sign for multiplication, and a division sign for division. Below the list, there are several small cards with mathematical symbols and numbers.

Numeracy

Summer 1

During the 1st half-term we covered our final two curriculum topics- Fractions and Measures.

Fractions

We looked at finding and representing different fractions, unit/non-unit fractions, finding equivalent fractions, comparing and ordering fractions, adding/subtracting fractions and using fractions as numbers.

At the end of this topic we completed an investigation using Smarties to consolidate all of our learning.

Measures (Length, Mass, Volume & Capacity)

We learnt about different units of measurement, how to read scales of measurement accurately, comparing and ordering measures and adding/subtracting measures.

Numeracy

Summer 2

Once we have covered all of the required NC objectives for Year 3, the focus will be on revision and consolidation of topics.

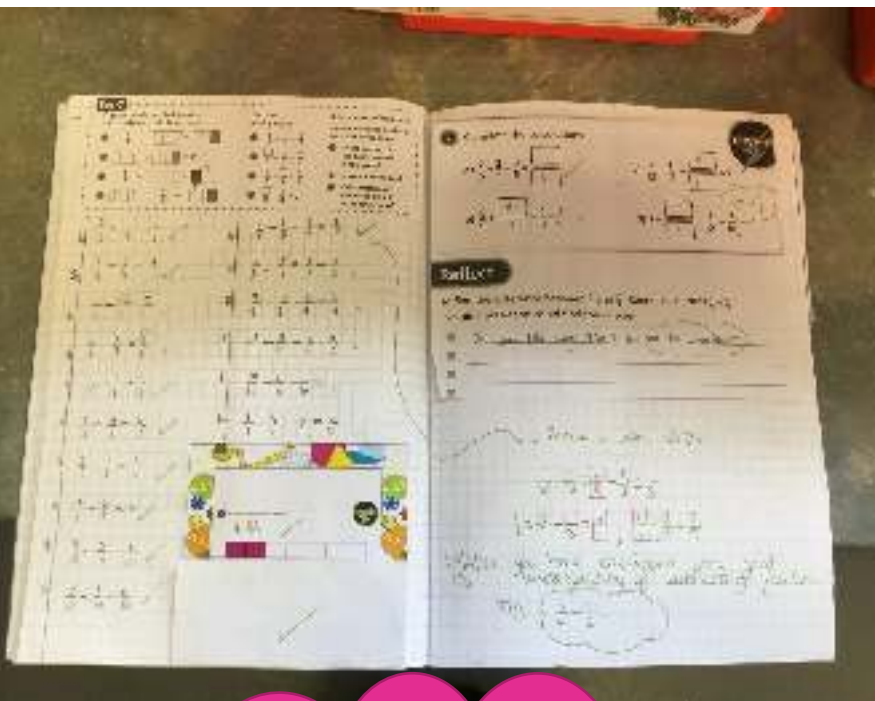
We will focus on securing and deepening understanding of Number topics as these form the foundation of all other aspects of Numeracy.

This will include:

- Place Value
- Adding & Subtracting
- Estimating
- Problem Solving
- Multiplication & Division

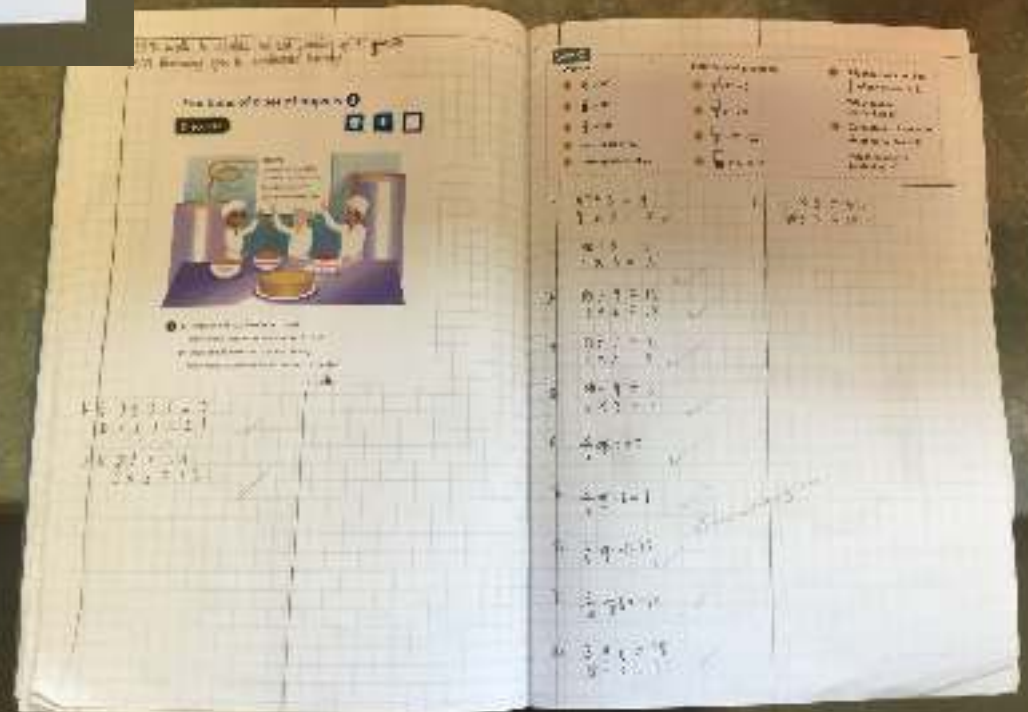
We will also try to revisit some of our trickier topics, such as Time.

We will continue with our weekly Times Tables tests to ensure the children are confident and ready for Year 4.



After we complete our main task, we deepen our understanding by completing a reasoning or problem solving challenge.

We use a ruler to draw 3 straight, tidy margins and set out our work clearly, keeping one number per box. Keeping our work clear makes it easy for use to review where we may have made a mistake.



I really liked the Smarties investigation because I got to apply all of my learning from our Fractions topic.

You have to be really accurate when reading scales to make sure you measure correctly

I like completing the challenges at the end of a lesson because it lets me show my understanding

We got to use a metre stick to measure different things in our classroom.



Smarties Investigation



R.E



R.E.

Summer 1

From Easter to Pentecost

The children have explored the Season of Easter, the period from Easter Sunday to Pentecost. We have looked at the common truths found in the story of the Resurrection from each Gospel. We have also looked at how the Holy Spirit is a gift to us and how it can help us to live our lives differently. We have learnt about the Tyburn martyrs and how they chose to keep and share their faith, even in the most dangerous times.

Summer 2

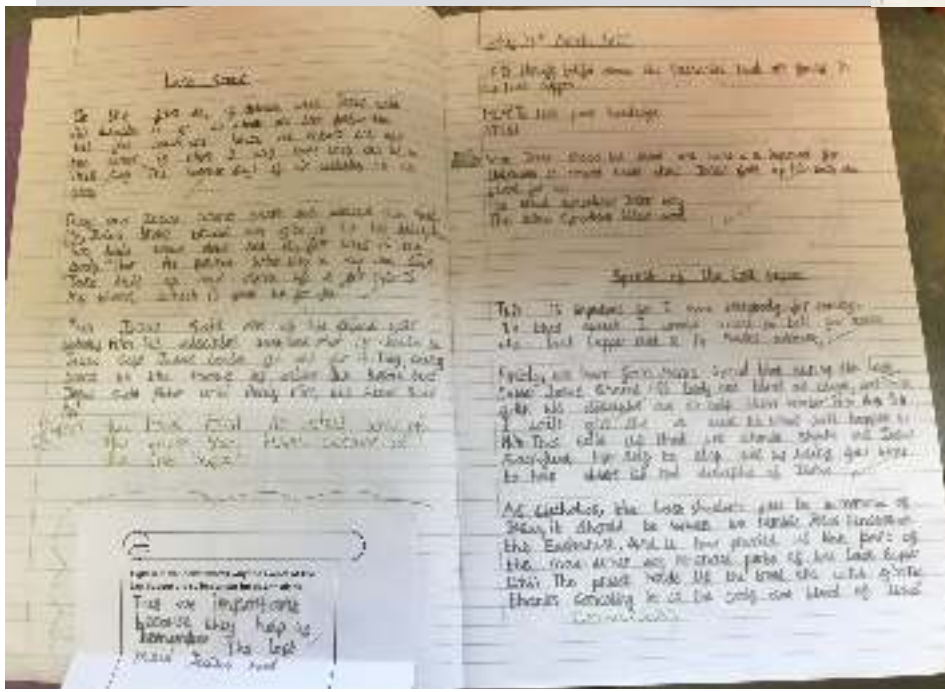
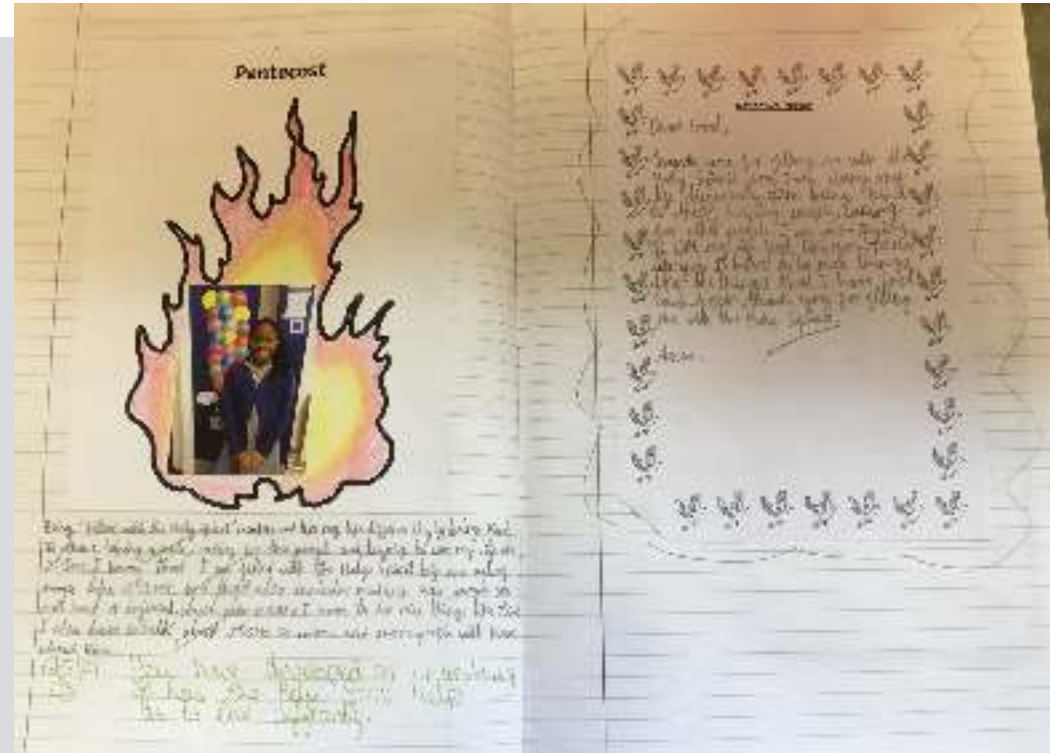
Islam

We will spend a week looking at the Islam faith. We will look at the foundations of their faith, beliefs and customs and discuss how they may be similar or different from our own.

Discipleship

The children will retell some special stories about religious events and people who show what it means to be a follower of Jesus.

Our R.E. books are special books as they show our deepening understanding of our faith.



We present our work neatly in these books to show pride but also respect for the subject.

I feel closer to
God when we
pray.

It was interesting
to learn about
another faith and
look at the
similarities and
differences
compared to our
own.

I liked learning
about how Mark
challenged people
to not be afraid of
sharing their
beliefs. I think this
is important for us
to remember too!

Science

Summer 1- Light

The children have :

- Explored how we need light to see things and why some things are easier to see than others
- Investigated how different objects reflect different amounts of light
- Designed and produced reflective strips for night safety
- Explored how a mirror works and described how images in mirrors may look 'different'
- Identified how shadows are formed and what affects the shape of a shadow

Working Scientifically:

- Setting up simple practical enquiries, comparative and fair tests
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings in a variety of ways to help in answering questions

Science

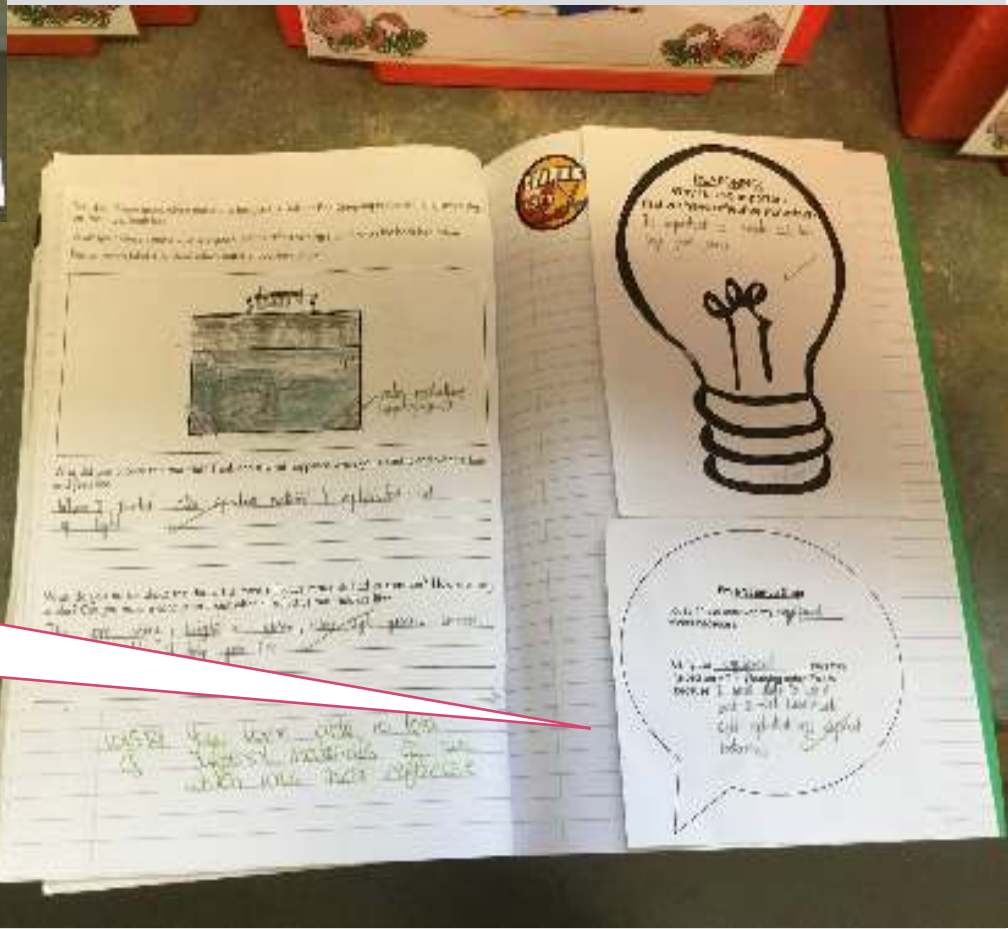
Summer 2- Magnets and Springs

The children will be learning:

- To explore how a force is required to make something start to move.
- To explore how air can make things move
- To explore how objects move on different materials
- To explore which materials are magnetic
- To measure the strength of a magnet in different ways
- To carry out an investigation comparing the strength of different magnets
- To identify the two poles on a magnet and investigate how magnets attract or repel each other

Working Scientifically:

- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Setting up simple practical enquiries, comparative and fair tests
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Making systematic and careful observations



We can earn 'Science Ninja' stickers by using our different science skills.



We are investigating how we need light to see. There was an object in the box but we discovered we couldn't see the object unless we turned the torch on to provide a light source.





Here, we are putting a bubble over a light source to observe what happens when we bend light. We were able to see lots of different colours when we looked through the bubble.



Topic

Spring- Geography



Summer- History



Spring- Geography

- **Earthquakes and Volcanoes (Online Lessons)**
- In this topic we learnt about plate tectonics and how the Earth's crust is made up of different plates, like a jigsaw puzzle. We then discovered how an earthquake and volcano is formed and how these natural events have an impact on human life.
- **Spring 2- Landscapes-Rivers and Mountains:**
- In this topic, we studied the physical processing of weathering and how it affects landforms. We also learnt about the physical features of a river and located key mountain ranges of the world using an atlas



Using Atlases to locate major mountains and rivers of the world



History- The Romans



History- The Romans

- **(Link with Literacy, ICT, Art and D&T)**

We are learning about the life of the Romans and how they invaded Britain. So far we have looked at the Roman Empire and how it spread, compared the Celts and Romans to understand why the Romans were successful with their invasion and learnt about the Roman Gladiators.

We will also look learn about Boudicca and how she helped to invade Britain as well as researching wat daily life was like for Romans at the time.

I liked learning about eh Roman Gladiators and getting to imagine I was one.

We got to use the I pads to research information about Roman life to create an information booklet .

It was interesting to think about why the Romans invaded Britain. We discussed how there were reasons 'for' and 'against' the invasion

I liked looking at the maps to see how much the Roman Empire spread.

Art/ D&T

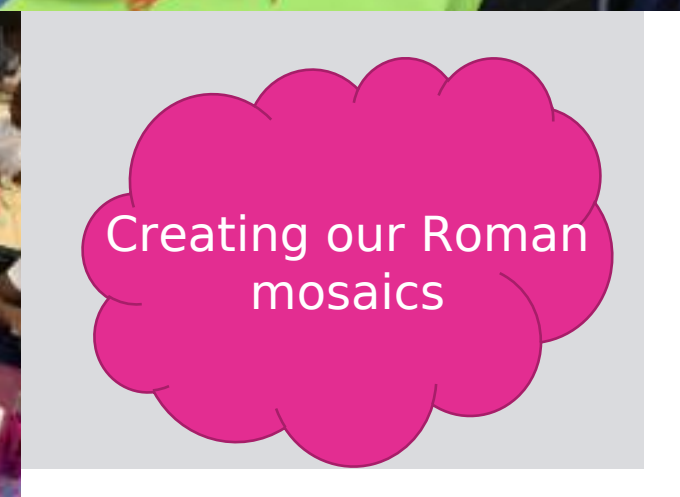
Summer 1- Roman Art:

We have practised our sketching skills using different sketching pencils to draw out images of Roman artefacts. We have also used coloured tiles to create a mosaic design, this took a lot of care and accuracy to create a pattern or design within the mosaic.

Summer 2- A Journey Through Space

The children will learn how space and astronomy have inspired artists in their work. They will study particular Space artists such as David A. Hardy and Robert McAll, and create their own pieces inspired by their style.



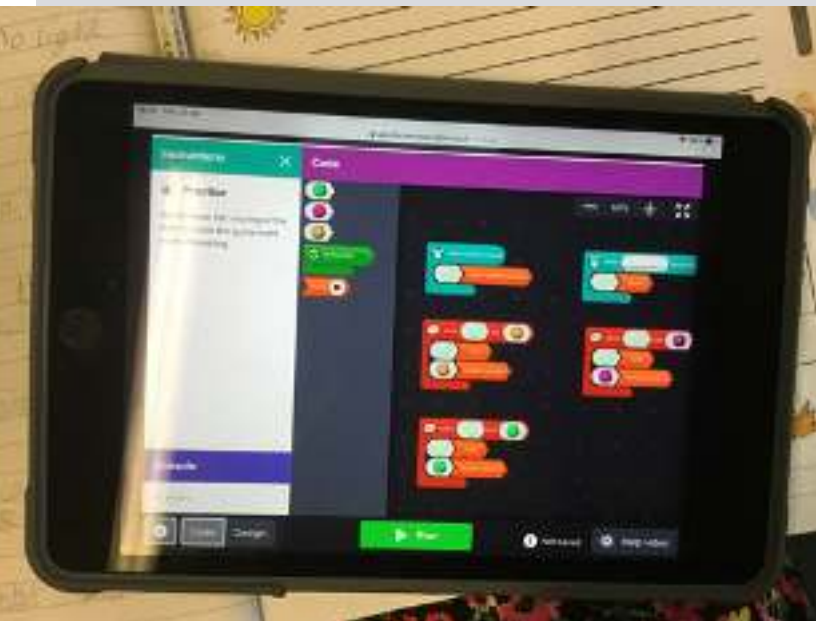


Creating our Roman
mosaics

ICT

This term, we are allocated 1 week in the ICT suite (to allow for cleaning/ quarantining of the equipment). We also have a weekly timeslot to use the Ipads in class. We have recently finished our coding units using the Espresso platform. We will be developing some word processing skills during our time in the ICT suite. We will look at formatting fonts and images, we will also learn how to insert and use tables effectively in a word document.

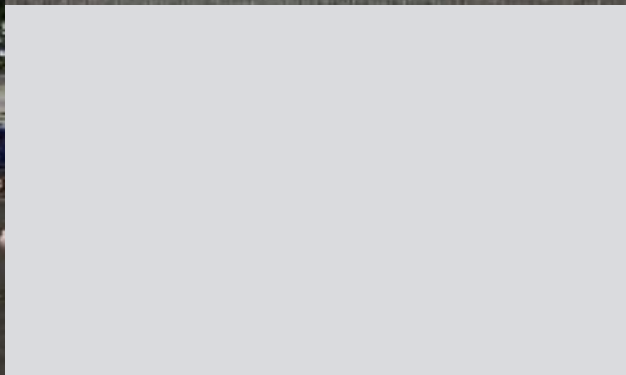
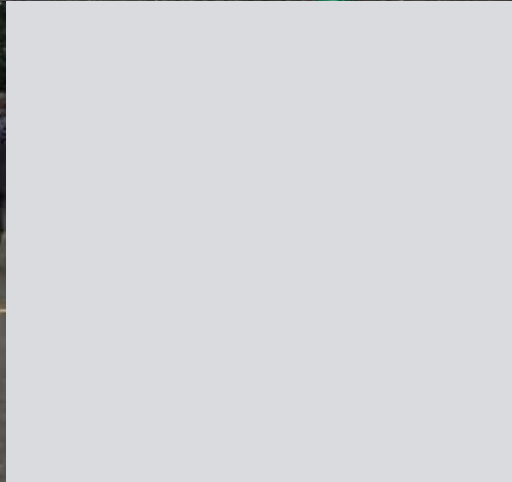
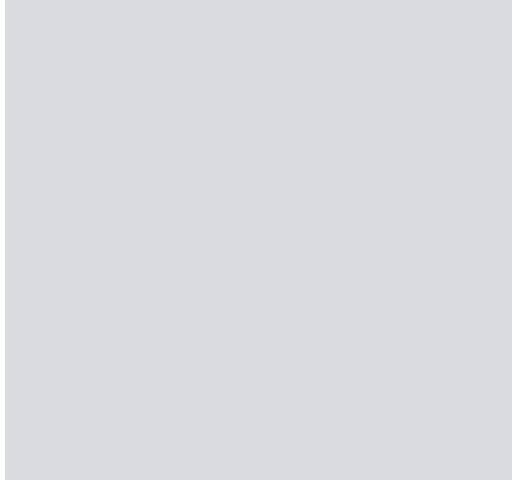
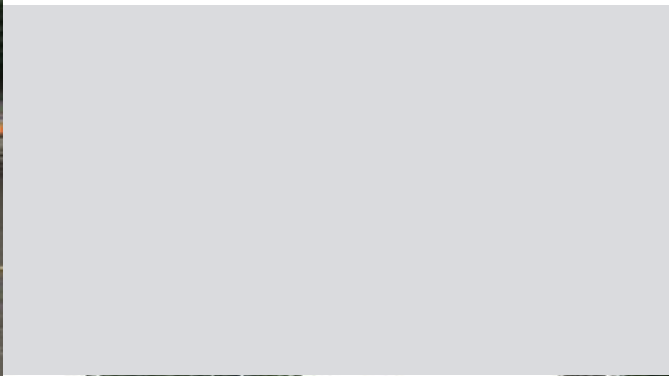




P.E.

Our outdoor PE lessons take place every Tuesday afternoon with Mr. Smith, our coach from Non-Stop Action. An additional lesson will be taught indoors, focusing on dance and gymnastic skills, when it is safe to do so.

In each lesson we start with a warm-up, then have a chance to learn, practise and develop our skills. Each half-term we focus on a different sport. So far this year we have looked at athletics, football and hockey. This half-term we have been developing our tennis skills.



What is RSE in Primary Education?

RSE stands for “relationships and sex education” and as part of Relationships and Health Education, is a new approach to teaching children about relationships and health.

We will be focusing on these two key areas and always remembering how to teach these areas with our Christian beliefs at the heart of the topic being taught.

Relationships

Physical health and mental wellbeing

We will be teaching Relationships and Health Education at the appropriate primary level so that the children will be given the opportunity to discuss issues and topics for their year group.

The programme which we will use to help to teach these areas comes from, ‘Ten Ten’ and ‘Life in the Full’ which help us always to focus our teaching from a Christian perspective.

Red Nose Day

We celebrated Red Nose Day on Friday 19th March. We all dressed up in red to come to school. In the afternoon, the whole school came together to have a virtual quiz about all things red.

We also held a joke competition, with the aim of making the teacher (and each other) laugh.

We all went home with big smiles, while also raising money for a great cause!



Day of Reflection

Tuesday 23rd of March marked 1 year since the beginning of Lockdown. We talked about how things had changed over the past year, and discussed the hope that has come with the vaccines. We created prayer clouds to thank God for helping us through this difficult period and asked Him to bring comfort and strength to those still affected by COVID.



Day of Reflection



Thank You

A big thank for all of your continued support this year. Things have been a bit different but with your help, the children have adapted well to new routines and have continued to make great progress.

Please don't hesitate to contact me, either at the end of the day, by email- **Year3@stmarys.enfield.sch.uk** or by phoning the office- **020 8804 2396**, if you have any questions or concerns about your child.

Miss Sheehan