



## Llangewydd Junior School – Ysgol Iau Llangewydd

### Year 3 - What will we be learning about this half term?



Our Expressive Arts-driven topic this half term is 'Lights, Camera, Action'. We hope to cover as much of the content, skills and experiences shown below as possible but this may change as Pupil Voice leads our learning into other areas.

#### Languages, Literacy and Communication

##### Languages, Literacy and Communication:

- Read *The Mousehole Cat*
- *Oracy*- enact the play to an audience.
- Reading: Example scripts.
- Writing: From a story- write a play scene
- Speaking/Listening: Role-play script parts
- Direct speech vs. script dialogue- formatting
- Welsh: Create character profile.

#### Mathematics and Numeracy

##### Mathematics and Numeracy:

- Simple Fractions of a whole number- halves and quarters.
- Time: Create a show schedule using digital and analogue time.
- Money: Problem solving- Role play ticket pricing, budgeting for costumes/props.
- Basic algebra
- 3D shape

#### Science and Technology

##### Science and Technology:

- *Floating and Sinking*: Boat investigation- How many cubes can your boat hold?
  - *Light & Sound*: Explore how theatre lights and music affect the audience.
- Digital Competence:**
- Design posters using graphic design software.
  - Record and edit videos of theatre skills & performances.

Our **Four Purposes** inform all our learning:

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthv. confident individuals



#### Summer Term 2025

#### Year 3

#### Lights, Camera, Action (Expressive Arts)

Cross-curricular Responsibilities inform all our learning:

#### Literacy, Numeracy and Digital Competency

#### Expressive Arts

##### Expressive Arts:

- Drama: Role-play characters the Mousehole Cat.
- Perform scenes/scripts to class or record as video.
- Peer feedback and self-evaluation
- Music: Create graphic score linked to Seascape- links to rhythm, pitch, and dynamics.
- Dance: Choreograph a routine linked to the sea/waves/caves.
- Art: Seascape

#### Humanities

##### Humanities

The history of performing/performance – traditional vs. modern (e.g., Circus- animals vs. ethical performances).

**RVE**: The Jewish story of Moses- ECBTeach.

**RSE**: Citizenship/Ethics: Discuss animal rights and the ethical issues in historical vs. modern circuses.

Embrace self-worth and confidence through songs like "This is Me".

#### Health and Well-being

##### Health and Well-being:

- Sports Day practise.
- Focus on celebrating uniqueness and differences.
- Learn about body control and safety.
- Explore emotions in performance.
- Discuss courage, confidence, and managing performance anxiety.
- Mindfulness: Use theatrical music to guide meditation or yoga.
- Personal journal of growth and self-confidence.



## Visitors and Visits:

**Visitors:** The Theatre Group- taking a workshop with each class to teach a new skill.

**Real life contexts:**

Careers in media, teamwork, communication, and creativity.  
Public speaking, customer service, teamwork.  
Event planning, presentation skills.

## Our Fabulous Finish celebration event:

**Fabulous Finish:**

Perform a self written play to parents.



## What my child can do:

- Let us know what they would like to learn about within the topic.
- Complete any homework tasks set by their teacher.
- Bring into school any interesting items linked to our topic.
- Read regularly – their Bug Club book, their class and school library books but also real-life texts e.g. menus, leaflets, adverts...
- Practise their times tables – Revisit all of their times tables but also learn their target times table.
- Spend some time at home using any of the interventions they use at school i.e. Lexia, Reading Eggs (some children) and Mathletics (all children).
- Practise handwriting – letter and number formation.
- Learn to tell the time (on the hour and half past) on analogue and digital clocks.
- Do activities that support their well-being e.g. eat well, sleep well, rest well.
- Practise letter formation.

## What can I do to support my child's learning?

- Listen to your child reading regularly for short, sharp periods of time (avoid making reading a chore) – their Bug Club book, their class and school library books but also real-life texts e.g. menus, leaflets, adverts...
- Support your child with any homework tasks set by their teacher.
- Help your child to learn their times tables – Revisit all their times tables weekly but also learn their target times table.
- Encourage your child to use at home any of the interventions they use at school i.e. Lexia, Reading Eggs (some children) and Mathletics (all children).
- Join/visit your local library.
- Discuss the time in your everyday lives on analogue and digital clocks.
- Ensure that your child does activities that support their well-being e.g. eating well, sleeping well, resting well.
- Spend quality time with your child simply talking to them, enjoying family experiences, playing games...  
Provide any enriching experiences you can e.g. visits to the theatre, museums, events, spend time at the beach....  
Attend Family Learning sessions in Year 3.

