



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 'The Mousehole Cat'. 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

- Descriptive writing about a sea storm.
- Playscripts – write a section of 'The Mousehole Cat' in the form of a playscript.
- email the author/publisher with opinions about the book.
- **Welsh** reading – 'Cadi' text.
- **Welsh** writing – a weather forecast linked to the Great Storm.
- **French** – Greetings and introducing oneself.
- **French** colour vocabulary linked to colour mixing and painting of seascapes.

Mathematics and Numeracy

- Place Value.
- Doubling and halving numbers.
- Multiplying numbers by 10.
- Using mental and written strategies when adding, subtracting and multiplying.
- Dividing with objects.
- Identifying and describing the properties of 2D and 3D shape.
- Measuring in m and cm, kg and g
- Time – o'clock, half past, quarter past, quarter to.
- Use/interpret tally charts, pictograms, bar charts.

Science and Technology

- Create a multimedia e-book about 'The Sea Storm'.
- Email author/publisher sharing opinions about 'The Mousehole Cat'.
- Google Earth – comparing geographical features of Porthcawl and Mousehole.
- Beebots/coding – direct boats to the harbour.
- Use Puppet Pals to create community characters (RSE)
- Cookery – Pop up Cornish café – making

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

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



Autumn Term 1 2023

Year 3

The Mousehole Cat (Expressive Arts bias)

Cross-curricular Responsibilities inform all our learning:

Literacy, Numeracy and Digital Competency

Expressive Arts

- **Art** – Seascapes based on the sea at Mousehole / Porthcawl.
- Mixing paints and colours to create different shades and tones.
- **Music** – visit Porthcawl and record the sea.
- Collect driftwood, shells and pebbles to make musical instruments.
- Compose music to represent a calm or rough sea.
- Create a graphic score for composition.
- **Drama** - Performance of playscripts.

Humanities

- Locate Cornwall and Mousehole on a map/in an atlas/ on Google Maps.
- Compare Mousehole to Porthcawl – consider similarities and differences.
- Island status of the UK – how sea surrounds the UK.
- Coastal features e.g. river mouths, sand dunes, caves, cliffs/erosion, bays and headlands...
- Google Earth – to identify and investigate coastal features.

Health and Well-being

- Health and Growth – link to the people of Mousehole not having enough food.
- Investigate the work of Bridgend Foodbank.
- Friendship – relate to the relationship between Tom and Mowzer – the qualities of a good friend.
- **RVE** – Friendship – Jesus's disciples.
- Parable of 'The Lost Sheep'.
- School Values.
- Gymnastics – movements and sequences linked to water e.g. jumps, twists and balances.



Visitors and Visits:

Our school PCSO.
Bridgend Food Bank.
A Welsh artist.
Visit to Porthcawl harbour and Coney Beach for a range of activities.

Our Fabulous Finish celebration event:

A performance of our 'Mousehole Cat' playscripts.
Our Art Gallery of Seascapes.
A Pop-Up Cornish Afternoon Tea Café.
(date to be confirmed)



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 the x2, x5 and x10 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.

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 the x2, x5 and x10 times tables 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....

