



# Year 3 Newsletter

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- Welcome
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- Food and Farming
- PE Kit
- Parent Volunteers
- Forest Schools and Cooking
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## Forest Schools and Cooking

3L will be continuing with Forest Schools and Cooking for the first 3 weeks of this half term. The children have loved the sessions and always come back full of energy and with exciting stories to tell! We always get plenty of visitors in the cooking room too—hungry teachers looking for a snack!

Next up will be 3PG! Further information will be sent out in due course.

## Happy New Year!

A very Happy New Year to you from the whole Year 3 team. We hope you all enjoyed the holidays and had a chance to relax and spend time with friends and family.

This half term we have got a range of exciting topics planned including Myths and Legends, Food and Farming and Computer Programming! As usual, you can find a more in depth overview of our learning in our half termly curriculum maps. These are emailed out by the office and made available on the school website and Class Dojo.

## Food and Farming

This half term children will be learning about Food and Farming. We plan to cover a broad range of themes and issues including the history of farming in the UK, mechanisation of farming, food miles and pollution and farming in less developed countries.

The topic will begin with a knowledge harvest whereby children can share their existing knowledge of the topic as well as asking any initial questions. We then aim to use these questions to help guide us with our future learning on the topic!

## PE

Each class has a minimum of 2 hours of PE lessons and active learning opportunities each week. Although we aim to have PE sessions in the same slots each week, these are always subject to change. We recommend that children bring in their PE kits on a Monday and take them home on a Friday. (They are of course welcome to keep their PE kits in school over the weekends!)

For indoor P.E, children should wear black shorts, white t-shirts and trainers. We suggest that children also have a pair of black jogging bottoms and a jumper to enable us to teach PE outside too! Please ensure that all kit is **labelled** and that children with long hair have a hair band on P.E. days. Children who cannot remove earrings must come to school with medical tape to ensure they do not suffer any injuries whilst playing sport.

Whilst we do have spare PE kit in school, it often delays the start of a lesson if a member of staff has to find kit for children. Please do try and remember PE kit!

## Parent Volunteers

We are always looking for parent volunteers! Whether this is as a one off or on a more regular basis, it can have a really positive impact on the children we teach. We'd love help to hear readers in particular, however if you have a certain skill or strength that you'd like to share, then we'd be keen to hear from you too! If you think you may be able to help, please speak with your child's teacher or email the school office.



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## Optional Homework

At the beginning of each half term we send home an Optional Homework sheet with some suggested learning ideas linked to different aspects of our curriculum.

We have loved seeing some of the work children have done and we always take the opportunity to celebrate this extra work and learning in class and in year group assemblies. We hope to see many more examples of extra work being done at home in the future! You can always send in pictures via Class Dojo if you are unable to send work in.

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### Regular Reading and Times Tables Practice

Parents often ask if there is anything that they can be doing regularly with their children at home. Reading and Times Tables almost always top this list!

Children should aim to read for about 10 minutes a day, either independently or to another person. There is also great value in reading to the children! They get to hear a range of different texts, ideas and written structures which they can then apply to their own learning/work in the future.

There are lots of ways in which to practice times tables; card games, online activities, chanting and songs — all of which can be effective! We suggest that children become familiar with the 2x, 5x, 10x tables first before moving on to the others.

By the end of Year 3, children should be reasonably familiar with their times tables up to 12x12. Little but often is the key...

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### Music Lessons

There are a number of children who will be starting individual and small group music lessons this half term. We will ensure that time-tables are sent home and are available in class as soon as possible. Whilst we will do our best to remind children about their music lessons, we would appreciate your support in going through the times with them too.

Please also ensure that once instruments have been allocated to children, that they bring these in on their allocated music lesson days!

I know we have lots of excited, budding new musicians!

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Have a lovely half term!

Year 3 Team

Mr Lowe , Miss Mmieh, Mr Peterson, Mrs Read and Mrs Griffiths

# Optional Activities

to support your child's learning

Year 3: Spring 2020

## Food and Farming

We will be learning about how land is used in the UK, and where our food comes from. Here are some activities you could do at home.

Look at the labels on fruit and vegetables, or other products. Where were they grown? How far has it travelled to reach your plate? Can you find out what the weather is like in that country?

If you go for a drive in the countryside, challenge your child to spot different crops growing or different animals in the fields.

Look at aerial maps of the UK. Can your child see the colours of the fields and the colours of the cities? Do you notice anything?

There are some great activities available at farms across our county, including lambing time and much more!

Planting seeds in small pots on the windowsill can be a rewarding little project! Radishes and small carrot varieties seem to grow nicely in these conditions!

## Science – Light

Have you ever wondered why the days are shorter in the winter? Why is dark when we wake up and dark when we go to bed?

Can you investigate the rotation of the Earth around the sun and how this affects the length of our days?

At this time of year, the sun is low in the sky which helps to cast some long and strange looking shadows on the ground. Can you experiment with making shadows in your garden? When are the shadows at their longest and shortest? How do they change throughout the day?

If you have a torch or lamp you could experiment with creating shadow puppets on the wall or ceiling. What animals can you create?



## Reading Recommendations

The World According to Humphrey, by Betty G. Birney

The hilarious adventures of Humphrey the Hamster!

The 13-Storey Treehouse by Andy Griffiths  
Andy and Terry live in the world's best treehouse!  
Funny and creative books for anyone who loves treehouses!

Fantastic Mr Fox by Roald Dahl  
The story of Mr Fox and how he outwits the farmers Boggis, Bunce and Bean!

The Sheep Pig by Dick King-Smith  
The original story that the film "Babe" was based on!  
Did you ever hear of a pig who wanted to be a sheep-dog?

We would love to hear some of your book recommendations too! Let us know what you've been reading!

## Maths

A number of families have bought the Tackling Tables Packs. Practicing with these cards at home is really beneficial to the children's learning and progression! We also have online log ins for all the children to play Tackling Tables at home via the internet! We will be learning about multiplication and division in Maths this half term and so any additional times tables practice is hugely useful!

Learning to tell the time is a hugely valuable skill and one that takes a little while to master. We appreciate any time that can be taken at home to support children with this learning.

There are some lovely ways to embed Maths within day to day life. Cooking and baking is a great way for children to become more familiar with different units of measure such as grams, kilograms, millilitres, litres and degrees Celsius!

Year 3 Curriculum Map Spring Term 1 2019

	1	2	3	4	5	6
English Spoken English, reading comprehension, writing composition	<p>Narrative Writing: The Ice Palace</p> <p>Children will read the opening of The Ice Palace, discussing key vocabulary and decoding techniques.</p> <p>They will use a range of creative drama techniques to explore the setting of the story and the different characters.</p>	<p>Narrative Writing: Ice Palace</p> <p>Children will create descriptive pieces of writing based on the storyline and characters they have read about so far. They will focus on the use of adjectives and adverbs to add detail to their writing.</p> <p>Children will write in role as different characters from the story.</p>	<p>Myths and Legends</p> <p>Children will begin to understand the idea of a "myth", and what features a myth has compared to other story types. We will read a variety of myths and will focus mainly on the Chinese story of Kuang Li and the dragon. We will use commas in a list when thinking of different items that could be taken on an adventure.</p>	<p>Myths and Legends</p> <p>Children will retell the story of Kuang Li orally, including all the important details and thinking about how myths would once have been passed on by storytellers.</p> <p>They will then write their own version of the story using appropriate language and using conjunctions of time and cause. They will use their imagination to add interesting details and phrases.</p>	<p>Myths and Legends</p> <p>Using the ideas from the previous week, children will design a story map to show the setting for their myth. They will learn about mythical beasts and will use this to design a mythical beast of their own, describing its features in detail. Finally, they will choose a hero for the story and plan their quest and the obstacles they will face</p>	<p>Myths and Legends</p> <p>Children will use their planning to write their own myth in the style of the ones we have read. They will use paragraphs to organise sections such as the introduction, receiving magical items, and the final climax. Children will also be focusing on applying the grammatical skills we have been learning in class</p>
Vocabulary, Grammar and Punctuation	<p>Looking at noun choices and how authors select precise nouns to develop description.</p>	<p>Co-ordinating conjunctions (For, And, Nor, But, Or, Yet, So). Choosing the correct conjunction to complete a sentence.</p>	<p>Subordinating conjunctions (If, Since, After, When, Although, While, As, Because, Until, Before). Choosing the correct conjunction to complete a sentence and the effect of changing these.</p>	<p>Using a subordinate clause at the beginning of a sentence. Beginning to use commas to mark clauses.</p>	<p>Identifying and using prepositions. Creating fun sentences using prepositions and concrete and abstract nouns.</p>	<p>Using the present progressive and past progressive tense. (She is running; She was running)</p>
Spelling	<p>The 'o' sound spelt 'a' after 'w' and 'qu' (wash, want, squash, quality)</p>	<p>Adding the suffix 'ed' to form the past tense. (hunted, jumped, stepped, clapped)</p>	<p>Adding the suffix 'ed' to words ending in 'y'. (carried, replied, hurried)</p>	<p>Adding the suffix 'ed' to words that end in 'e'. (tickle, rattle, shade, fine, phone)</p>	<p>Words ending with the letter 'y' (carry, fly, reply, hobby, family)</p>	<p>Adding the prefixes 'dis-' and 'in-' (disinterested, disagree, dislike, disobey, inaction, inhuman, invisible)</p>
Maths	<p>Use knowledge of multiplication and division facts to compare statements using inequality symbols. Use known multiplication facts to calculate new facts, eg if <math>4 \times 3 = 12</math>, <math>40 \times 3 = 120</math></p>	<p>Using concrete manipulative to multiply a 2-digit number by a 1-digit number. Move on gradually to represent this using pictorial and then abstract written method.</p>	<p>Use part-whole models and Base 10 to solve division problems. Partition numbers in different ways in order to divide them. Solve divisions including remainders.</p>	<p>Solve problems involving scaling. Use concrete and visual representations to show these. Use the language of "3 times bigger" etc.</p>	<p>Children will learn about the difference between unit and non-unit fractions and explore making a whole with these different types of fraction.</p>	<p>Children will explore the concept of tenths represented both as a fraction and as a decimal. Links will be made with money and units of measure.</p>
Science Plants	<p>Pre-assessment of knowledge of light and shadows. Natural and artificial light sources.</p>	<p>Observing and recording how shadows are formed when objects block light from the sun. Drawing shadows in chalk on the playground during the day.</p>	<p>Children will explore how shadows change with differing angles of light source.</p> <p>Children will design a simple investigation to explore and record this.</p>	<p>Exploring opaque, transparent and translucent materials. Testing materials and recording results.</p>	<p>Making predictions about how distance from a light source will change the size of a shadow.</p>	<p>Observing and measuring how shadows of objects in sunlight change over the course of a day. Recording data in a bar graph.</p>
I.C.C Farming and Food Production	<p>Knowledge Harvest Children will discuss the topic of food and farming. They will share their</p>	<p>Children will learn about the origins of many animal-based products and how welfare standards are hugely</p>	<p>Land Use – Children will learn about different land uses in the UK. They will discuss how these have</p>	<p>Food Miles – Children will explore a variety of food packaging to further understand where their food</p>	<p>Linking to the topic of food miles, children will learn about pollution, climate change and some of the</p>	<p>Farming in other Countries – Malawi</p>

Across the World	knowledge about the topic and record any questions they may have. Outcome of the knowledge harvest may influence future teaching	important within the farming sector.	changed over time and explore ways in which to represent this.	comes from. They will use Atlases to calculate food miles for a variety of simple dinners.	negative environmental implications of this.  Children will learn about how locally produced food is becoming increasingly important in the current climate.	Making links to Malawi, where we have our partner school, children will learn about farming practices in other countries. Subsistence farming will be explored and discussed before comparing with the UK's mostly mechanised production.
Computing Coding with Scratch	Children will use the MIT program "Scratch" to continue to develop their coding skills. This builds on their work using Studio.code.org by giving them more freedom do design their own programs. They will learn the terms "Sprite", "Stage" and "Background". Children will design sprites and enable them to be animated using different costumes. They will use simple commands to move their sprites and allow them to interact with other sprites and the stage. Children will create algorithms to program a simple maze game. As a challenge, children will have the opportunity to create variables so that sprites can be collected and give a score to the player.					
R.E What is the Hajj and why is it important to Muslims?	Engage: Look at images from Hajj and try to work out what is happening in each. Watch a short clip with music but no commentary.	Enquire: What questions do you have about Hajj that you would like to answer? Watch short film and see if this answers questions or raises more to find out.	Explore: Children are provided with a range of sources including pictures, stories and diaries to help them gather information about Hajj.	Explore: Children look at all the sources and use them to help them answer their questions and understand what happens during Hajj and why it is so special for Muslims.	Evaluate: Can we answer our enquiry questions? Look again at the images we used in the first lesson. Do we now have a clearer understanding of what is being shown in each picture?	Express: Create a poster, poem, short story or painting showing what you have learnt about Hajj.
P.E	Gymnastics: Creating sequences of rolls, jumps, balances and travelling using a variety of apparatus. Multiskills: Children will be using skills required in many different sports, such as coordination, speed and reflexes. They will carry out a variety of different activities using PE equipment and will aim to improve their fitness as well as the skills required to complete each task well. Football: Learning how to dribble and pass with accuracy and develop techniques for attacking and defending.					
Music The Class Orchestra	Children discuss what is meant by an accompaniment in music. They listen to different ways in which instruments accompany a song. Children sing the accompaniment to 'How doth the little crocodile'.	Children learn a song that has a call and response structure. They work out how to play a melody by ear. Children select phrases that may be used for an introduction to a song.	Children learn to recognise different pulses in songs. They learn to beat different time signatures. Children use rhythms of words to create an ostinato.	Children reflect on the mood and style of different songs. They choose songs for specific purposes. They present their work to an audience.	Children compose a script for a radio jingle. They set lyrics to music and present their work to an audience.	Children evaluate their half term's work and think about what went well and how they could develop their work in future.
French	Learning how to name different colours in French. (Rouge, orange, jaune, vert, bleu, violet, rose, blanc, gris, noir, marron) Singing songs and playing games to help reinforce learning. We will also look at stories that involve colours, such as "Petit Chaperon Rouge" (Little Red Riding Hood). Learning how to say numbers up to 31 and the names of the months, then putting these together to say when our birthday is. Learning how to say Head, Shoulders, Knees and Feet using the song, and the names for different items of clothing.					
PSHE/Circle Time PATHS	Making good choices – listening carefully to each other.	Using good manners – why are manners important?	Understanding feeling shy and lonely.	Learning about how we can make new friends.	How to deal with feelings of frustration.	Making good choices – listening carefully to each other.