



Year 3

Spring Term Newsletter



Spring Term 2023

We have had a very successful first term in Year 3, the children have worked extremely hard and have settled in to life in the Juniors well. We hope you have had a restful, healthy and joy filled Christmas break and have come back ready for the new challenges of the year. Please read on to find out more about the Spring Term.

Literacy

Week 1 & 2	Writing	Grammar	Spelling
	<p>During this unit the children will write: Letters of explanation, shared poems, persuasive posters, newspaper articles</p> <p>They will learn to: Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>The children will be learning the following grammatical concepts: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials • Using and punctuating direct speech 	<p>The spellings rules and sounds the children will be learning are:</p> <p>Use of the suffix 'ly'</p> <p>Use of a possessive apostrophe with plural words</p> <p>Spelling words from the Year 3 word list:</p> <p>important interest purpose remember special though/ although</p>

Week 3-5	<p>Writing</p>	<p>Grammar</p>	<p>Spelling</p>
	<p>During this unit the children will write: information reports, adverts, formal letter, poetry analysis, myth/legend.</p> <p>They will learn to:</p> <p>Spell words that are often misspelt</p> <ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far. Coverage of tion/sion/tian <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and subheadings] 	<p>The children will be learning the following grammatical concepts:</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Use of a comma after a fronted adverbial 	<p>The spellings rules and sounds the children will be learning are:</p> <p>The /[^]/ sound spelt ou</p> <p>Words with the /eɪ/ sound spelt ei, eigh, ey</p> <p>answer certain difficult height notice possess(ion) reign</p> <p>group through guide remember complete extreme guide</p>
	<p>Writing</p>	<p>Grammar</p>	<p>Spelling</p>
<p>Week 6 (This may roll into the next half term)</p>	<p>During this unit the children will write:</p> <p>Setting descriptions, diaries, letters, thought bubbles Newspaper report</p> <p>They will learn to:</p> <p>Use further prefixes and suffixes and understand how to add them</p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Plan writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>The children will be learning the following grammatical concepts:</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Introduction to inverted commas to punctuate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] 	<p>The spellings rules and sounds the children will be learning are:</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>centre century history increase natural pressure build</p>

<ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-reading for spelling and punctuation errors 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech
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Spelling words this term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 1	answer certain difficult height notice possession reign	young touch double trouble country courage cousin	vein weigh eight neighbour obey survey convey	centre century history increase natural pressure build	science scene discipline fascinate crescent descent scissors	scheme chorus chemist echo character ache stomach

Children will learn and practice these words at school. The children will also learn the statutory spelling words for Year 3. Every three weeks, the children will complete a dictation at school, practicing the spellings they have learnt. Children should be encouraged to practice these words at home too.

Maths: Spring Term

Week 1 Unit title: Multiplication and division A	To solve multiplication and division of 4 and 8 times tables both practically and by drawing arrays. To know and use the 4 x and 8 x tables To count in 8's to 96	multiply, multiplication, division, divide, array, count in groups of, repeated addition
Week 2 Unit title: Multiplication and division A	To solve multiplication and division of 2, 4 and 8 times tables both practically and by drawing arrays. To know and use the 2 x 4 x and 8 times tables	multiply, multiplication, division, divide, array, count in groups of, multiples, half
Week 3 Unit title: Multiplication and division B	Multiples of 10, Related calculations, Reasoning about multiplication, Multiply a 2-digit number by a 1-digit number - no exchange, Multiply a 2-digit number by a 1-digit number - with exchange	Multiples, sort, related calculations, division, multiplying, no exchange, exchange
Week 4 Unit title: Multiplication and division B	Link multiplication and division, Divide a 2-digit number by a 1-digit number - no exchange, Divide a 2-digit number by a 1-digit number - flexible partitioning	Arrays, related calculations equal to, value, partition, share equally, equal groups, flexibly partition, multiples

Week 5 Unit title: Multiplication and division B	Divide a 2-digit number by a 1-digit number - with remainders, Scaling, How many ways?	Remainders, remaining, scaling, as many as, possible combinations.
Week 6 Unit title: length and perimeter	Measure in metres and centimetres, Measure in millimetres, Measure in centimetres and millimetres, Metres, centimetres and millimetres, Equivalent lengths (metres and centimetres)	Unit, measure, compare, order, height, length, equivalent length, equal length.

Mental Skills we will be developing this term - Children should be encouraged to practice these at home.

Counting confidently in 2, 5, 10 and 3's. Counting in 50's to 1000. Count in 4's and 8's.	Say the number 1 more or less than a given 3 digit number e.g. 735....736 802... 801 Say the number 10 more or less than a given 2 digit and 3 number e.g. 45 55 and 356....366	To know quick recall of 2, 3, 4, 5, 8, 10 times tables both in and out of sequence. To know quick recall of division using 2, 3, 5, 10's.
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Homework (Outline overview of what the expectations are for your year group)

Reading	At least 15 minutes, 5 times a week.
Maths	Times Table Rockstars, one activity is set on Doodle each week.
English	One activity is set on Doodle each week.
Spelling	To practice the spellings from the list above.

Creative task homework for Spring term: "Sustainable Expressions: Art and Song Project" for further information please see the attachment in the Christmas newsletter.

P.E Days

Barn Owls: Monday & Wednesday

Snowy Owls: Wednesday & Friday

Wider Curriculum - Please see our Curriculum Map for this half term.

<p><u>Religious Education</u> Festivals in the Jewish religion</p> <p>Children will explore different festivals and how they link together.</p> <p>Children will learn about; Rosh Hashanah, Yom Kippur, Sukkot, Passover, Bar Mitzvah, Bat Mitzvah.</p> <p>Key vocabulary: Jewish, Judaism, Torah, synagogue, Shabbat, Seder, Shalom, covenants, mitzvot, Shema</p>	<p><u>Science</u> Rocks and Soils</p> <p>Children will learn: To compare and group together different kinds of rocks on the basis of their appearance & simple physical properties. Recognize that soils are made from rocks and organic matter</p> <p>Key vocabulary: Sandstone, chalk, limestone, marble, slate, gneiss, phylite, basalt granite, pumice.</p>	<p><u>Life Skills/PSHCE</u> Keeping Myself Safe</p> <p>Children will learn: how to identify safe and unsafe situations; understand the difference between danger and risk; how to manage risk; that drugs can be helpful or harmful; about the risks of cigarettes and alcohol.</p> <p>Key vocabulary Risk, danger, safe, unsafe, drugs, responsibility.</p>	<p><u>Physical Education - Outside PE</u> Outdoor Adventurous Activities</p> <p>Children will learn: Develop problem solving skills, improve on strategies. orientation.</p> <p>Key vocabulary: Collaborate; compass; discuss; honest; interrupt; course; route; symbol; tactics; trust; teamwork.</p>
<p><u>Physical Education</u> Fitness.</p> <p>Children will learn to; Recognize how activities make them feel and recognize areas for improvement and suggest activities that they could do to do this.</p> <p>Key vocabulary: Agility, co-ordination; control; progress; stamina; strength; technique</p>	<p><u>Geography</u> NA</p>	<p><u>History</u> The Bronze & Iron Ages.</p> <p>Children will learn about: Common words/phrases relating to the passing of time, develop chronologically secure historical terms & knowledge and understanding of British history. Understand how our knowledge of the past is constructed from a range of sources and look at trends and significances of this time period.</p> <p>Key vocabulary: Age, hoard, impressive, interpretation, remains, tribe.</p>	<p><u>Computing</u> Sequencing Sounds.</p> <p>Children will learn about: Sequencing in programming through Scratch. They will learn about motion, sound & event blocks which they will use to create their own programs using sequences of code.</p> <p>Key vocabulary: Programming, blocks, code, sprite, stage, backdrop. Motion, event, run the code, note, debug.</p>

<p><u>Art</u></p> <p>N/A</p>	<p><u>Music</u></p> <p>Three Little Birds (Reggae) & The Dragon Song.</p> <p>Composing: Improve and compose music for a range of purposes using inter-related dimensions of music. Use and understand staff and other musical notations.</p> <p>Performing: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Key vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae</p>	<p><u>Design and Technology</u></p> <p>Cross stitch and applique technique</p> <p>Children will design their own cushion and use cross stitch and running stitch to decorate before attaching the back of the cushion and stuffing it. Children will then evaluate and reflect on their design.</p> <p>Key vocabulary Cross stitch, applique, sew, running stitch, needle, needle threader, thread</p>	<p><u>Trips and Visitors</u></p> <p>Kew Gardens- Tuesday 5th March 2024 - linked to our understanding about plants and rainforests.</p>
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