

General Reminders

- If your child is absent from school for any reason, please telephone us (01442 252972) on the first day of absence. Please continue to ring the School Office on a daily basis if the illness continues. If you do not notify us, the absence will be recorded as unauthorised.
- Please make sure that you advise the School Office promptly of any changes of address, telephone numbers, emergency contacts etc.
- If you would like to talk to me please arrange an appointment via the School Office. You will of course see us briefly when we collect the children from the playground, but please avoid coming into the classroom unless it is to let us know something important and urgent. Thank you.
- Please ensure your child is on the playground at 8.50 a.m. to ensure a prompt start to the school day. KS2 parents are asked to leave the playground at 8:40 a.m. at the first bell.
- Pupils should not be absent from school for any reason other than illness. If, however, you need to take your child out of school due to EXCEPTIONAL circumstances, a request form must be completed. These are available from the School Office. Mrs Washford Mower will consider requests on an individual basis on behalf of the Governing Body.
- All children should bring water bottles to school with them each day.
- Remember to check our website for latest news, photographs and other information.
www.nashmills.herts.sch.uk

Nash Mills C of E Primary School



Year 3 Curriculum Newsletter Spring Term 2020

Teacher: Mrs Lewis

English

Reading

Reading is a vital part of the curriculum. We will be doing whole class reading this term and answering questions on the text using the skills of inference, prediction, explanation, retrieval and summarising. Please try to read with your child every day and record this in their Reading Record. Discuss the vocabulary, plot and illustrations as these skills will help your child to improve their own story writing. Ask for evidence from the text to support their answers. As they are able to read alone, you could ask them questions about what they have read if you don't always have time to read together, although it is very important that you still do this most of the time. The children can take books from our classroom or the Junior Library. It is their responsibility to change their books whenever they need/want to.

We also have "Red" the bear and his friends in class, who love to be read to, so feel free to encourage them to spend time in our lovely reading corner.

Writing

Our foci this term are reading, understanding and writing adventure/action stories and losing tales (fiction) and recounts (non-fiction). We will read a wide range of these texts, exploring the styles, structures and uses. All of these topics will be linked to the other subjects in the curriculum where appropriate. Drama, role play and speaking and listening will also feature widely.

Ask your child about adverbs and adverbials, similes, adjectives, expanded noun phrases, conjunctions – these are all features they use in their writing.

Spelling

The children continue with the "No Nonsense Spelling" programme. Children are encouraged to collect words they find difficult, as well as words that fit the spelling pattern/rule of the week. There will also be tricky words that do not fit regular patterns, but must be learnt. The best way to support your child will be to regularly practise their weekly spellings, using them verbally in the right context, and help them to learn the words they have been exploring in class as well as praise for *nearly* getting them right. Each child will have a copy of the Y3-4 exception spellings in their English books, and "have a go books" to practise words that they find tricky. We will also be encouraging children to use dictionaries to look unfamiliar words up. We will have a spelling test on a Friday.

Notes

When practising spellings, write the letters they get right and leave gaps for them to have a go at filling in with the correct letters
eg. w_ole.

Practice and encourage sounding out as many words can be spelt using phonics.

Helping your child at home

Talk and ask questions about their day. What did they enjoy? Encourage use of first, next, after that, to get a chronological order to things. Look at clocks and encourage them to talk about time of day, what time things happen around them eg, what time dinner is, what time they go to bed.

Talk to them about money, both notes and coins and see if they can buy something but work out how much change they would get before going to pay to be able to check it is correct.

Look at angles on different things in the environment. We are looking at angles and shapes. Look at the different angles around. Ask them what a right angle is.

Continue to **practise times tables with your child** as these are key to development in many areas of maths. The children will be practising times tables every day instead of doing a weekly test to improve their skills, so please take the time to hear them practise. Once they know a particular times table, ask a few facts at random (i.e. not in sequential order), or as division questions e.g. how many 3s are in 27?

Try getting your child to use their knowledge of times tables to solve 'real life' word problems e.g. If I have 40p, how many 5p stickers can I buy? How much will seven 5p lollies cost? Will the cost be the same if I buy five 7p lollies?

Another good technique is to ask them to use the facts they know about numbers. For instance, I know $10 \times 5 = 50$, therefore 5×5 must be half, because 5 is half of 10. Then they can use these answers as a base to work out more tricky ones.

Ask them to explain their methods for working out calculations eg $56 + 32 = ?$ Can you use a mental method? Column addition? Why did you choose that method?

We have also been learning about "complements" where two numbers added together equal a number in the tens, likening them to peas and carrots i.e., they go together very well. Such as $6+4$, or $3+7$; looking for this kind of number pattern when adding together is an efficient strategy.

Maths

This term we are focusing on several aspects of numeracy as follows:

Statistics

Interpret and present data using bar, charts, pictograms and tables
Solve problems involving data

Measurement

Measure the perimeter of simple 2D shapes

Geometry-properties of shape

Draw and make simple 2D and 3D shapes
Recognise right angles and identify angles which are greater than or less than a right angle
Describe properties and classify shapes

Addition and subtraction; multiplication and division

Solve problems including missing number problems
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Fractions

Count up and down in tens
Recognise, find and write fractions (unit and non-unit)
Recognise and show equivalent fractions
Compare and order unit fractions
Add and subtract fractions with the same denominator

We constantly re-visit prior learning so will also be looking at

Number and place value

Compare and order numbers up to 1000
Recognise the place value of each digit in a three digit number
Count from 0 in multiples of 4,8,50 and 100
Find 10 or 100 more or less than a given number
Addition and subtraction – mental, written, formal written, fact families.

Science

During this term the children will investigate forces, including attraction and repulsion between magnets, compression and stretching of springs and stretching of elastic bands. They will learn that these forces have direction and can vary in size and about materials which are attracted to magnets. The children will also investigate light, reflections and shadows. They will learn about different sources of light, investigate reflective materials and surfaces and learn how the sun's light can be dangerous.

Throughout the term the children will undertake practical activities and investigations which will develop their skills in scientific enquiry. These include formulating ideas for investigations, making predictions and observations, taking and recording measurements, identifying patterns and noting irregularities, and drawing conclusions by comparing evidence to their predictions.

Design Technology/Art

We are linking our Romans theme to art for the first part of this term, by designing and printing mosaics. For the second part of the term we will be looking at nutrition and making soup.

Music

We are following a scheme called "Charanga". We will be looking at lots of different genres of music, discussing the musicality of these as well as learning songs and accompanying them with lots of activities involving instruments, hands and our voices.

Key vocabulary

You can help your child by discussing core vocabulary which will be encountered each term to help build confidence and familiarity or get them to teach you!

Literacy

Non-fiction	Simile
Fiction	Conjunction
Features	Homophone
Tense	Adverb
Noun	Adjective
Plot structure	
Metaphor	
Alliteration	
Culture	
Powerful Verb	
Synonym	
Compound sentence	
Subordinate clause	
Inverted commas	

Maths

Thousand	Pattern
Hundred	Sequence
Tens	Quarter
Units	Half
Digits	Divide
Place Value	Remainder
Partition	Fraction
Greater than	2D/ 3D
Smaller than	Face
Round up/down	Vertices
Estimate	Data
Multiple	Key
Positive	Axis
Negative	Parallel
Perpendicular	Perimeter

Science

Investigation
Prediction
Results
Evidence
Fair test
Classify
Magnet
Attract
Repel
Pole

Other

Design	Legion
Purpose	
Create	
Evaluate	
Celebrate	
Environment	
Perform	
Dynamics	
Theory	
Roman	
Mosaic	
Amphitheatre	
Soldier	

History

During this term the children will be studying the Romans. The children will learn about chronological order by ordering historical events on a timeline. They will use different sources to find information and consider what evidence has been found about the Romans living in the past. They will look at how the Romans lived their everyday lives and study how quickly the Roman Empire spread in Europe. At the end of the term we will be re-creating a Roman battle!

Geography

In Geography we will be exploring the powers of nature, such as volcanoes, earthquakes and tsunamis, through discussion and practical tasks. The children will learn about how and why these phenomena occur and ways in which they affect people and the environment.

Religious Education

In R.E the children will develop a greater understanding of religious places of worship, followed by the importance of founders and prophets in religion. The children will learn by listening to stories, carrying out research, and exploring different situations through group discussion and role play.

Physical Education

In P.E. this term the children will continue with swimming lessons at Sportspace. They will also be learning football and ball games.

Personal, Social and Health Education

We will continue to use the 'Jigsaw' scheme of work this year which is designed to include Emotional Literacy, Social Skills and Spiritual Development. We will be discussing healthy friendships and peer pressure, as well as influences on healthy lifestyles.

French

The children will learn colours and body parts this term, and know how to ask and answer simple questions. The children will be taught through regular oral work, ICT-based resources, songs and interactive group work.

Computing

This term we will be looking at algorithms and presentations using power point.

During our English, geography and history lessons the children will also be using the computers as a tool to support and develop their learning.

Useful Websites

www.mathletics.co.uk the children have their own password to access this.

<http://www.bbc.co.uk/schools/typing/> Use this website to encourage your child to type with both hands.

www.topmarks.co.uk: this is a fantastic website to use for a range of subjects such as Maths, Spellings and English.

