**Year 3 Teaching and Learning Newsletter**

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| **Messages**Well done to all the children for a great return to school. The attitude of your children has amazed us - they really are hard workers. Keep up the good work. Thank you to all the parents supporting us with continued Home Learning. It really is so important that children do their weekly Home Learning tasks to ensure we reinforce any learning done in class.  |

**Peek at our Half Term...**

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|  Maths |
| **What we already know**\*Count in 2s, 3s, 5s and 10s\*The value of each number in a 3 digit number\*How to order numbers to 1000\*How to add and subtract 3 digit numbers\*Multiplication and division of 2s, 3s, 5s and 10s \*To add and subtract amounts and give change\*To name and describe shapes.  | **What we are going to learn**\*Count in 4s and 8s\*Multiplication and division of 4s and 8s\*Multiplying and dividing 2 digits by 1\*\*Fractions and decimals\*Time – to the minute. \*Shape – drawing and making 2D and 3D shapes\*Addition and subtraction of 3 digit numbers with exchanging\* Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | **Activities you can do at home**Complete your Purple Mash homework weeklyDaily TTRockstars.Work out the cost of items when you go shopping. Work out the change. Take every opportunity to tell the time. We do teach this at school but it will help hugely if you are doing this at home too. \*Ask your child what they have learnt in maths and if they can explain it to you.  |
| Reading |
| **What we already know****\***Use a dictionary to work out the meaning of words\*How to find answers in the text, looking for key words as clues\*How to infer by reading around the text\*How to use the different Domains to find more information in a test.  | **What we are going to learn**\*How to work out the meaning of unknown words\*How to skim and scan the text \*How to retrieve answers\*How to read around the text to infer, thinking about ‘it says, I say and so..’\*How to find evidence in the text to back up my answer\*How to use a thesaurus | **Activities you can do at home**\*Complete your Myon homework weekly\*Read their class library and schoolbook and browse on Myon for other books\*Read with an adult regularly throughout the week |
| Writing |
| **What we already know**\*How to use – and, because, if, when, for - in our writing. \*How to use commas, full stops, question marks and capital letters\*How to include similes, alliteration and adjectives to add description.\*To check our writing makes sense\*To know the features of different types of text. | **What we are going to learn**\*To make predictions about the books we are learning about.\*To know the features of different types of text.\*To use a range of punctuation in our writing - full stops, capital letters, commas questions marks, exclamation marks and apostrophes. \*To think of interesting vocabulary to interest the reader\*To use different sentence types to interest the reader\*To write instructions\*To write setting and character descriptions\*To write a letter \*To write poetry\*To write a diary\*To write a narrative\*To write a non-chronological report \*To write a leaflet \*To write a postcard \*To write a newspaper report\*To edit,redraft and improve our writing.  | **Activities you can do at home**\*Complete your writing homework weekly \*Write for many different reasons – notes for your friends, stories, menus.\*Practise your handwriting – you could get a handwriting pen if you join correctly and have your ascenders and descenders correct.\*Read and read again. Everything you read feeds into your writing.  |
| Science |
| **What we already know**# Year 1 - My bodyTo name, draw and label the parts of the human body that I can see. # Year 2 – Growing and changing animals\* To describe what animals and humans need to survive.  # Year 2 – Healthy LifestylesTo describe why exercise, a balanced diet and good hygiene are important for humans.  **#Thinking scientifically**To ask simple scientific questions. To explain the similarities and difference I find.To observe change over time To answer questions using dataTo say what I think and what I am doing and explain what I have found out in a variety of ways. To gather and record data from secondary sources of information.To group, identify and classify. To use simple equipment to make observations.To carry out simple tests | **What we are going to learn****\* Animals including Humans**\*identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.\*identify that humans and some other animals have skeletons and muscles for support, protection and movement.**#Thinking scientifically**\* asking relevant questions and using different types of scientific enquiries to answer them\* setting up simple practical enquiries, comparative and fair tests\* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, includingthermometers and data loggers\* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions\* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables\* reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions\* using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions\* identifying differences, similarities or changes related to simple scientific ideas and processesix. using straightforward scientific evidence to answer questions or to support their findings | **Activities you can do at home**\*Investigate animals and humans on-line, in your home and where you live.\*Use BBC Bitesize to help develop your understand of this science topic.\* Draw a picture of an animal.Then draw your animal with what it needs to survive. (Water, air, shelter and food.)\*Go for a walk and look at different habitats where animals live and where they will find food, water, shelter.\*Compare what humans need and what animals need. Is it the same or different? Are there any similarities? Differences? |

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| Topic |
| **What we already know**Children have no prior knowledge of volcanoes. They have done previous work on underground during science –C:\Users\Offsite\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C9D84113.tmp | **What we are going to learn**Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.**Locational knowledge** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities § name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time § identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)**Place knowledge** § understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** § describe and understand key aspects of: § physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle § human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** § use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied § use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Summer 1*** To identify features of a volcano.
* To know the process of a volcanic eruption.
* To investigate recent volcanic eruptions.
* To create a volcanic fact file.
* To understand the effect of an earthquake.
 | **Activities you can do at home**\* Look at the local area.\* Look at different countries with Volcanoes.\* Research famous volcanoes.\* Create Volcanic Art work. |
| Computing |
| **What we already know** | **What we are going to learn**This term we are going to be learning about Powerpoint and then comparing it to a web service where we can do the same thing but online. Discuss how Powerpoint is a presentation software for making slideshows. Explain we are going to go through some of the important skills they need for using Powerpoint but they will also apply to other pieces of software such as Publisher. Open Powerpoint and discuss how it works, showing children how to insert text boxes and new slides. Decide on a topic (probably based on work in geography, history or science) which they can write about or take information from the internet for. Give them some headings, which they can use to create slides under or provide a factsheet/website. Show children how to resize using the handles on the text boxes and how to delete a text box, which they are not happy with. Model using the arrow keys or a mouse to correct incorrect spelling by moving the cursor to the point where a word is spelled incorrectly rather than deleting the entire line back to that point. Finally show children how to type correctly by placing their four fingers on **asdf** and **jkl**;. Discuss how the lines on the f and j keys are so they can feel and know where their index fingers should be without looking. Also discuss how to get good at typing quickly they will need to try and find the key for the letter they want by looking at the screen and not the keyboard.**Summer 1*** I can use a range of software for similar purposes.
* I can collect information.
* I can design and create content.
* I can present information.
* I can search for information on the web in different ways.
* I use technology respectfully and responsibly.
* I know different ways I can get help if I am concerned.
* I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
 | **Activities you can do at home**Start to collect information for what you will base your presentation on.This could be added to as you complete the Presentation project. |
| Handwriting  |
| **What we already know**\*The non-negotiables of handwriting\*How to position myself in the chair when writing\*How to join end low diagonals \*How to end low drops and high drops on joins \*End low diagonals and low drop on joins e.g. joining ch, sh, th\*End low drop on joins e,g. ed, ng, ear\*HIgh end horizontal joins e.g. or,oi, ow | **What we are going to learn**\*Recap all joins before we move on. \*To join suffixes – ed, ing, y, ies, less, ful, able, est, tion\*To join Common Exception Words | **Activities you can do at home**\*Practice your handwriting regularly  |

**Reminders:**

Please keep your eye on the school website as well as checking the Home Learning and Class pages. Please read with your children at home as well as going on MyON and complete Purple Mash activities and TT Rockstars.

We are looking forward to this term. Remember, if you wish to speak to your child’s class teacher, please ring the office to book an appointment. *Mrs Corcoran, Mrs Tomlinson and Miss Gilmour.*