



St. Mary's C.E. School
Year Three - Spring 2
February 2020

Dear Parents / Carers,

Welcome back! I hope that you all had a wonderful half term break.

I was very pleased with the progress of the children last half term and am looking forward to another fun and busy half term. I hope that the children are also looking forward to being back and getting back into school life.

English:

In English, we will be looking at the Power of Reading text 'Ug: Boy Genius of The Stone Age' by Raymond Briggs. This story provides an opportunity to explore the interrelationship between words and illustrations in a comic book and how the design and layout of panels on each page support narrative progression. It immerses the children in a fictionalised version of a Stone Age community in which the author plays with our expectations of the era to create humour in both the text and the images.

Through this text we will look at writing instructions, poetry, diary entries, recounts, information writing, persuasive speech, using procedural language and writing for information.

In grammar, we will be looking at prepositions, proper nouns, using paragraphs, using commas, and singular and plural words. In spelling, we will be looking at comparative adjectives.

The children really enjoy slowly discovering the text as a class, for this reason please refrain from buying this text and reading it with them, so the magic and wonder of revealing each page can be captured in class and allow the children to be excited to write and discuss the book.

I want to encourage their enthusiasm to explore reading, so I recommend the following texts which are related to our class text "Ug: Boy Genius of The Stone Age": A Cartoon History of the Earth Volume 4: The Stick and Stone Age by Jacqui Bailey and Matthew Lilly , Stone Age Tales: The Great Cave by Terry Deary, Glog by Pippa Goodhart, Three Cheers for Inventors! By Marcia Williams and other books by Raymond Briggs.

How to support your child with English:

A wider study of the history of the Stone Age and the history of inventions and inventors will provide children with a rich bank of knowledge and understanding to draw from in understanding this text. Watch and discuss if all aspects of the following films are accurate: The Croods, Early Man, The Flintstones.

Maths:

In Maths we will be looking at:

- Recording money in pounds and pence (decimal point introduced in Year 4, children should record amounts using the structure of x pounds and y pence or £x and yp. This will help them unitise 100 pence as £1)
- Convert money
- Add and subtract amount of money
- Solve problems including ones that involve finding change
- A range of ways in which information and data can be presented and interpreted.
- Exploring pictograms in detail, including exploring the use of keys where one symbol represents more than 1.
- Data presented in bar charts and more complex tables.
- Applying calculation and reasoning skills, including addition and subtraction, and counting in multiples of 2, 5 and 10.
- Measure lengths in millimetres, centimetres and metres
- Compare lengths
- Add and subtract lengths
- Measure the perimeter of a shape
- Learn about equivalent lengths

How to support your child in maths:

- Look at the symbols on coins and notes so they know the symbols for pounds (£) and pence (p)
- Discuss the value of coins and notes by counting the pounds and pence separately
- During cake sales or whilst shopping allow your child to count amount or find different ways to make £1
- Discuss and use key vocabulary we will use this term; pounds (£), pence (p), convert, total, difference, change, pictogram, key symbol compare, least, most altogether bar chart, horizontal axis, vertical axis scale half-way between table row, column order smallest, largest, total, millimetres (mm), centimetres (cm), metres (m) measure, measurement length, height, width, distance, diagonal, ruler, metre stick, longer, shorter, longest, shortest, furthest perimeter addition, subtraction, find the difference, repeated addition, multiplication greater than (>), less than (<) polygon, quadrilateral,

triangle, rectangle compare, convert, equal, equivalent, ascending, predict, calculate, expression, method

During this half term we will be exploring the topic "Scavengers and Settlers" a unit of work that focuses on early man to the Iron Age. During this unit we will be focusing on History,

History

As Historians, we'll be finding out:

- What our earliest ancestors might have looked like
- How our ancestors were able to survive
- How to use archaeological evidence to find out about a prehistoric hunter
- Where our ancestors settled and how they lived
- How we can learn about the past by investigating a Stone Age village
- What life was like during the Bronze Age and Iron Age
- The changes in Britain from the Stone Age to the Iron Age
- How to use a timeline to order events chronologically
- The motives of certain people in history

Year 3 will finish exploring the topic of 'Scavengers and Settlers: Early man to Iron Age' with a trip to Chiltern Open Air Museum on Tuesday 31st March 2020. The workshops will help them reflect and put into practice what they have been learning in class throughout this topic.

RE:

As Theologists this half term, we will be concluding our work on "Who Is Jesus" then begin addressing the question "What are The Beatitudes and What Do They Mean For Christians?".

This unit teaches where The Beatitudes came from, what they are and what they mean for Christians. It asks the pupils to think about the moral decisions that they and (other) Christians make based on The Beatitudes. Pupils are asked to respond to The Beatitudes using a variety of media.

We will then conclude by looking at Easter People, which involves the children exploring the questions; why did Judas betray Jesus? What does Peter's denial say about the challenges of Christian faith? Why were the women important at the crucifixion and resurrection of Jesus? Who is the most important person in the Easter narrative and why?

Computing:

As computer technicians, we'll be finding out:

- How to use sequence, selection and repetition in programs, including creating a scratch project

- How to animate a scratch sprite
- How to test and debug
- How to use the internet and software to search, present and record information

ART:

Year 3 will use cave paintings as inspiration for drawing hunting scenes. They will also develop painting skills creating tints and shades for a landscape project.

Music:

This half term the musical focus will be on pitch, developing a deeper understanding of what it is, using 'In the Past' as our topic. We will be going back in time to see how pitch used to be notated and we will be using these simple notations as a starting point to write down our own melodies and different rhythm patterns.

Flutes:

We will be continuing our flute lessons on a Thursday afternoon. Please ensure that your child remembers to bring in their flute every Thursday. It is also essential that your child practices every week.

PE:

Year 3 shall be embarking on a 10-week swimming programme on a Wednesday, starting on Wednesday 26th March. Please ensure that your child has their swimming kit (including a swimming cap) on this day.

For this half-term Year 3 will be participating in PE lessons on a Tuesday, with Mr Naughton. This half term's activity will be gymnastics.

Please note that the Children will need to come into school dressed in their PE kits every Tuesday and Wednesday.

PSHE:

We will be focusing on the theme of "Healthy Me". During this topic we will learn to identify things, people and places that we need to keep safe from, and to describe some strategies for keeping ourselves safe; including whom to go to for help.

FRENCH

We will continue to have French lessons with Madame Baig on a Wednesday. We shall revise the vocabulary that we have already learned, begin to learn the parts of the body, how to describe ourselves, party games and Easter vocabulary and Easter traditions in France.

READING

Each child will be part of a Guided Reading Group where they will take part in shared reading. We will discuss the book and complete a focused learning task based around the text. This task will be completed in our quiet reading sessions in the week. They should also have a book to read in our independent reading sessions. This may be one from the classroom or one from home. Please ensure that books brought from home are of a suitable level for your child. Children are expected to read at home every night for at least 15 minutes.

Regards,
Miss McCarthy and Miss Overton

HOME LEARNING
<p>Maths and English/Topic: Maths and English home learning should be completed in the Maths (Green) or English (Yellow) home learning book. Home Learning is given out on a Friday to be handed in on <u>Wednesday</u>. Can you please ensure that:</p> <ol style="list-style-type: none">1. All work is presented clearly.2. Anything that needs to be stuck in books, is trimmed and then stuck in.
<p>Spellings and times tables: Tests will be on a Friday.</p>
<p>Reading: <u>Daily for at least 15 minutes each evening.</u> It is important that the children read aloud to you regularly and they also benefit greatly from you reading to them. Reading things such as articles in encyclopedias, newspaper, recipes, instruction texts, etc will broaden their understanding of reading across different contexts too.</p>
<p>Other: Please remember to <u>send a note via the PACT system before 9am or contact the school office</u> if your child is being collected by someone different at the end of the day. Messages after 9am are not guaranteed to be read but will be addressed the following morning.</p> <p>NB: Mornings are extremely busy times to hold conversations; our aim is to get the children quickly and safely up to class to begin their learning.</p> <p>The Pact system is checked daily so is the best way to communicate with us.</p>