

Term 3 Newsletter (Puffin Class)

Dear Year 3 Families,

Welcome back! I hope you all had a lovely Christmas break. Thank you for your kind and generous gifts and cards - I am very lucky to work with such an amazing group of children.

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As always, if you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, (info@somerdaleet.org.uk), or at the end of the school day.

The Year 3 team:

Lily King

Class Teacher

Sharon Fisher

1:1 SEND TA

Everyday

Tiarna Lloyd

PPA Cover Teacher

Wed PM, Thur AM

Enquiry Question this term: What was life like in Ancient Egypt?

This term children will

Learn Together

Belief systems: Rationalism: Atheism, Agnosticism and Humanism

Articulate the reasons cave dwellers made these paintings

Identify science as a means of interacting with the modern world.

Discuss the humanist belief that empirical evidence can be trusted above speculation. Define atheism, agnosticism, and humanism.

Debate and discuss the importance of science for humanists, atheists and agnostics.

Explore the difficulty of interacting with the world without the use of their senses. Discuss the effects of emotions on the decision-making process.

Rights Respecting Schools

Whole School Learning Together Focus:

Perseverance

Focus Right: 14 You have the right to practise your religion, as long as you're not stopping people from enjoying their rights.

Focus Right: 30 You have the right to speak your own language and follow your family's way of life.

Focus Right: 36 You have the right to be protected safe from things which harm your development.

English

Our focus book this term is *The Egyptian Cinderella* by Shirley Climo. We will analyse character, setting and plot and how the author shows this through language features. We will then write our own version of a rags to riches tale.

We will be focussing on:

- Using conjunctions, adverbs and prepositions to express time, place and cause
- Using present perfect form of verbs
- Using inverted commas to punctuate direct speech

In guided reading sessions, children will continue to build comprehension and understanding. We will be developing our Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising skills (VIPERS) using our focus book and then additional non-fiction texts which link to our enquiry question.

Maths

We will focus multiplication and division.

Step 1	Multiplication – equal groups	Step 9	Multiply by 4
Step 2	Use arrays	Step 10	Divide by 4
Step 3	Multiples of 2	Step 11	The 4 times-table
Step 4	Multiples of 5 and 10	Step 12	Multiply by 8
Step 5	Sharing and grouping	Step 13	Divide by 8
Step 6	Multiply by 3	Step 14	The 8 times-table
Step 7	Divide by 3	Step 15	The 2, 4 and 8 times-tables
Step 8	The 3 times-table		

Step 1	Multiples of 10
Step 2	Related calculations
Step 3	Reasoning about multiplication
Step 4	Multiply a 2-digit number by a 1-digit number – no exchange
Step 5	Multiply a 2-digit number by a 1-digit number – with exchange
Step 6	Link multiplication and division
Step 7	Divide a 2-digit number by a 1-digit number – no exchange
Step 8	Divide a 2-digit number by a 1-digit number – flexible partitioning
Step 9	Divide a 2-digit number by a 1-digit number – with remainders
Step 10	Scaling
Step 11	How many ways?

Science

Forces and magnets

Children will observe how magnets attract and repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Coaches from Bristol Sport will be working on dance skills with the children. This will be on Tuesdays. On Fridays, Lily will be taking PE sessions where we will focus on tag rugby this term.

PE kit to be worn in school

- Short sleeved free moving top
- Jumper (if weather appropriate)
- Shorts or leggings (no denim)
- Trainers suitable for running
- Hair tidied up
- No jewellery

Art

Print, colour and texture

This term children’s learning will link with our enquiry question.

Children will respond to Egyptian art, using visual literacy skills to come to their own understanding of the artwork. Children will then go on to make their own creative response to the original piece, using layering of shape, colour and line using printmaking and drawing.

Computing

Programming – sequencing sounds

This unit explores the concept of variables in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.

Children will continue to have music taught by professional musicians from Preludes on Fridays.

Important Info for parents

Inset Day Friday 26th January

Please add this date to your diary.

Morning/Afternoon Routines

In the mornings and afternoons, when waiting for the doors to open/your child to come out, please wait on the playground by the Year 3 classroom.

The door opens at 8.40am and closes at 8.50am. Within this ten minute window, children will be completing a morning activity before the register at 8.50am. Pick-up is at 3.10pm.

Please call the office or e-mail info@somerdaleet.org.uk before 2pm if there are any changes to pick-ups at home time.

Spelling Journals

Your child has a Spelling Journal which needs to be brought into school **every day**. Spellings will be checked and a new set given out every Monday. Children will have 10 spellings in total; five from the year 3/4 statutory list and five from the No Nonsense spelling patterns. Please help your child to practise at home by completing the 'Say, cover, write and check' worksheet and using the different strategies such as using rainbow colours for vowels or pyramid words shown on the termly sheet in their spelling books.

Reading

Your child has chosen a banded reading book which needs to be brought into school every day with their Reading Record. It is essential for your child's learning to hear them read regularly at home. Your child should change their book as soon as they have completed it.

Date	Book title and page number	Comments
6/9.	The Boy in the Tower p1-15	Found this a bit tricky, but answered questions.
7/9	p16-30	More confident today
8/9.	p31-45.	New vocab: arduous: difficult solemn: sad and serious
9/9.	P46-60.	Excellent understanding and answered questions well

It is ideal for your child to read four or more times a week for around 10-15 minutes. Whilst your child reads aloud to you, it is important to ask them questions to check their understanding. E.g. How do the descriptions of show that they are How can you tell that..... What impression of do you get from these paragraphs? Why did the character behave like that? After visiting the Library on Fridays, children will also choose a book to read for pleasure which you can enjoy with them for one week.

Children reading 4 times or more, will receive a golden ticket to win a book prize.

Times tables

Many of you will be familiar with Times Table Rockstars which the children will be continuing to use in school. If you can practise this at home, it will really help with the speed of your child's mental recall. Their progress will be celebrated when children are practicing their times tables at school. Children have their log in details in their reading record book.

A couple of requests...

- Please talk to your child before school each morning about lunch choices, so that they know which option they will choose when they come to school.
- Please bring a named water bottle into school – filled with plain water only.
- Please name all clothes and packed lunch boxes.
- This year your child need to bring their reading record, reading book and spelling journal into school everyday.