

Term 3 Newsletter (Puffin Class)



Dear Families,

It's been a while since I wrote a newsletter for you, it is wonderful to be with the Puffin Class again for the next couple of terms! They have been wonderful at helping me to settle in to Year 3, telling me where everything lives and their routines. We have some really good meaty, interesting learning this term which we can get our teeth stuck into! It is wonderful to welcome Caprice back to the team as well, and I know she is also very excited to be back working with your children. I will be teaching on all day Monday, Tuesday and on a Wednesday morning. Tiarna will cover Wednesday afternoon so I can plan the learning, and Caprice will be teaching on a Thursday and a Friday.

If you have any worries, concerns or questions, please do let us know. You can do this via info@somerdaleet.org.uk, or you can ask us if you can grab us at the end of a school day once the class have been released.

The Year 3 team:

Sam O'Regan

Class Teacher

Mon, Tues & Wed AM

Caprice Fox

Class Teacher

Thurs & Fri

Sharon Fisher

SEN LSA

Tiarna Lloyd

PPA Cover Teacher

Wed PM

Enquiry Question this term: Is standing up for what we believe in always hard?

This term children our enquiry questions relates heavily towards our Learn Together and English texts. We will be discussing this question, relating this to having a growth mindset, and to the zones of regulation.

Learn Together

Making a Difference

Y3

The pupils will be enabled to:

- Recall the contribution an individual or group in the school community made in relation to a specific issue.
- Identify the circumstances which necessitated this contribution.
- Identify the practical benefits of this contribution.
- Engage in discussion with this individual or group about their motivations for instigating change and the process involved in bringing those changes about.

Giving Things Up

Y3

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)

- Identify times when they had to give up something or go without something such as access to screens / tv / online games or not being able to play due to an injury.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)

- Articulate how they felt and acted during this time e.g. impatient, occupied their time differently, anticipated the return of the item / event, appreciated it more upon its return.

Enquire (children speculate and ask questions about concept)

- Discuss the different reasons why people give things up.
- Articulate the meaning of giving things up.

Contextualise (children create connections between concept and belief system)

- Identify the concept of sacrifice or 'giving things up' in one belief system.
- Listen to and discuss stories and experiences of people who make sacrifices or give something up for religious reasons.

Reflect (children reflect on value and importance of concept)

Within (belief system / from viewpoint of member of belief system)

- Engage in debate and discussion on the importance of giving things up for members of a belief system.

Without (from children's perspective)

- Engage in debate and discussion on whether giving something up or going without something for a time makes us more appreciative of or grateful for it.

Belief System: Buddhism

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 Planet Omar: Accidental Trouble Magnet, by Zanib Mian. This is a wonderful, humorous book which also touches on subjects including acceptance, understanding and change.

The end of unit piece will involve writing a chapter based on another character's perspective.

Key learning for this term:

- Creating and developing characters
- Use a range of adverbs, conjunctions and prepositions for time.
- Use a variety of sentence openers, including adverbials.
- Use the present perfect tense in writing (e.g. They have moved to France.)

Our book for the final half of this term is called *The Silence Seeker* by Ben Morley. This is a simple, moving story about a new family that moves in next door who are asylum seekers. The end of unit piece of writing will be a persuasive piece, linking to our enquiry question.

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

Length and Perimeter

Step 1	Measure in metres and centimetres
Step 2	Measure in millimetres
Step 3	Measure in centimetres and millimetres
Step 4	Metres, centimetres and millimetres
Step 5	Equivalent lengths (metres and centimetres)
Step 6	Equivalent lengths (centimetres and millimetres)
Step 7	Compare lengths
Step 8	Add lengths

Fractions

Step 1	Understand the denominators of unit fractions
Step 2	Compare and order unit fractions
Step 3	Understand the numerators of non-unit fractions
Step 4	Understand the whole
Step 5	Compare and order non-unit fractions
Step 6	Fractions and scales
Step 7	Fractions on a number line
Step 8	Count in fractions on a number line

Link to Parent Resources:

<https://assets.whiteroseeducation.com/web-pages/parent-resources/Y1-HL-Spring-Block-3-Length-and-height-2020.pdf>

<https://assets.whiteroseeducation.com/web-pages/parent-resources/Y3-HL-Spring-Block-5-Fractions-1-2020.pdf>

Science

Content

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants

PE will be taught by Sam & Caprice this term twice a week. Weeks 1 – 3 will focus on Yoga, followed by cricket for the remainder of the 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

Disciplines:

Painting, Sewing, Drawing, Sketchbooks

Key Concepts:

That artists can combine art and craft using painting and sewing together to make art.

That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.

That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.

That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art

Computing

Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

Geography

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four 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.

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- 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).

Music

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

Important Info for parents

Year 3 Class Assembly – 11th March 2024 – 2.30pm

Please do come and join us for our turn to lead class assembly on Monday 11th March at 2.30pm. Maximum of two adults per child. Please arrive for 2.25pm outside the main hall.

Spelling Journals

Your child has a Spelling Journal which needs to be brought into school every day.

Please ensure to practise at home regularly – spelling is a key skill and for children to meet age-related expectations by the end of Year 3, they must:

-Spell most words correctly, including using spelling strategies from No Nonsense Spelling.

-Spell 50% of the Year 3 and Year 4 common exception list. (These words are part of the weekly spellings that come home)

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

This week we are checking our two-times tables. We will then move onto our 5 times tables. Children learn a fact a day and we have low-stakes times table quizzes daily.

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.

Book Bags

I spoke to the children this week about the importance of bringing book bags into school every day. When children started school, they were given a book bag free of charge. We expect reading books, reading records and spelling journals to be inside book bags and brought into school every day, where children keep them in their drawers.

Backpacks won't fit into drawers, and children going out to get their backpacks from the corridor takes time out of learning, and also disrupts the teaching of other classes, particularly to intervention groups that happen daily in the corridor learning space.

If your child needs a replacement book bag, please speak to the office who will let you know the cost of replacement. Alternatively, you can source a replacement bookbag yourself – these are usually a standard size that fit into drawers.

School Trip

We will be planning an educational visit to take place in Term 4 – to give families enough notice. More information will be provided later this term, but we usually try to make sure that they cost less than £20 per child.