

## Year 3 – Spring Curriculum letter

Welcome back to St. Mary's for the Spring Term. I hope you had an enjoyable and restful Christmas break. This letter will inform you of the exciting things that your child will be learning about, over the next two half terms.

### General reminders

Children must bring the following equipment to school, everyday: A pencil case with HB pencils, coloured pencils, sharpener, ruler, rubber and glue stick, their daily reading book, home-school diary and a bottle of water. We recommend that children also bring in whiteboard pens, but this is not required.

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day (winter uniform is shirt and tie with jumper) and that all of your child's belongings are clearly name-labelled.

Our PE days (for the first half term, at least) are Monday and Wednesday. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Spellings and times-tables are collected and given out on Fridays. Children should practice these every day, for no more than 10 minutes.

### Curriculum

Our topics over the term are 'Robots!' and 'The rainforest'. We will be reading 'Iron Man' by Ted Hughes and 'The Great Kapok Tree' by Lynne Cherry.

### RE

Our topics for RE this term are 'The Sacrament of Reconciliation' and 'Celebrating the Mass'.

<u>The Sacrament of Reconciliation</u>						
Learning focuses						
Understand what it means to make wrong choices.	Know how Jesus called people to turn away from sin.	Understand that God always love us.	Know what the Sacrament of Reconciliation means.	Know what happens during the Sacrament of Reconciliation.	Think about what the Sacrament of Reconciliation does for us.	Understand what it means to make wrong choices.

## Celebrating the Mass

### Learning focuses

<p>Know what happened at the Last Supper.</p> <p>Reflect on how the Mass makes this real for us.</p>	<p>Understand what happens at the beginning of Mass.</p> <p>Think about why we say sorry.</p>	<p>Understand the importance of the Readings at Mass.</p> <p>Reflect on how we listen to God's Word.</p>	<p>Know what happens at the Offertory and the Consecration.</p> <p>Think about the offerings we can make.</p>	<p>Know that it is Jesus we receive in Holy Communion.</p> <p>Reflect on this very great gift.</p>	<p>Be familiar with your Parish Church.</p> <p>Reflect on its importance to you.</p>	<p>Know what happened at the Last Supper.</p> <p>Reflect on how the Mass makes this real for us.</p>
--	---	--	---	--	--	--

## Maths

Our areas for study for this term are Measurement (time, length, mass, volume/capacity) and Multiplication and division (carried over from the previous term).

Children will develop their fluency, reasoning and problem-solving skills in these areas.

<u>Measurement</u>	<u>Multiplication and division</u>
<u>Learning focuses</u>	<u>Learning focuses</u>
<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2-D shapes.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p>

Children will continue to be tested on their multiplication tables weekly. Regular practise is important and has a positive impact on Maths attainment.

## English

Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will be given 'free-reading' time within class, and will further develop their reading skills in daily Guided Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

Reading	Writing	SPAG
Learning focuses	Learning focuses	Learning focuses
<p>Draw inferences from reading.</p> <p>Predict from details stated and implied.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Plan, write, edit and improve.</p> <p>Compose and rehearse sentences orally.</p> <p>Use the main features of a given text-type.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use a range of descriptive phrases including some collective nouns.</p> <p>Use organisational devices such as headings and sub headings.</p> <p>Write sentences that include direct speech.</p>	<p>Identifying and using fronted adverbials.</p> <p>Using a comma after a fronted adverbial.</p> <p>Use a range of descriptive phrases including some collective nouns.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Use conjunctions that signal time, shift attention, inject suspense and shift the setting.</p> <p>Write sentences that include direct speech, punctuated correctly.</p>

## Science

Our topics for this term are 'Forces and Magnetism' and 'Plants'. We will be answering the big questions: How can we make objects move, using magnets..? And, how can a florist make sure their plants grow well, every year..?

Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

Forces and Magnetism					
Learning focuses					
Notice that some forces need contact between two objects	Compare how things move on different surfaces	Notice that magnetic forces can act at a distance and compare and group materials according to whether they are magnetic	Observe how magnets attract or repel each other and attract some materials and not others	Describe magnets as having two poles and to predict whether two magnets will attract or repel each other	Observe how magnets attract or repel each other and attract some materials and not others

Plants				
Learning focuses				
Identify and describe the functions of different parts of flowering plants: roots, stem, 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.	Set up simple, practical enquiries and comparative and fair tests.  Gather, record, classify and present data in a variety of ways to help in answering questions.	Investigate the way in which water is transported within plants.	Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## History

Our topic for this term is 'Transport in Ipswich'. Children will learn how transport has changed through history in our town and answer the big question: Is it easier to get around Ipswich today compared to 100/200 years ago...?

Transport in Ipswich				
Learning focuses				
Use evidence to ask questions and find answers to questions about the past.	Suggest suitable sources of evidence for historical enquiries.  Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Using the concept of change over time representing this along with evidence on a timeline.  Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology.	Suggest causes and consequences of some of the main events and changes in history.  Use dates and terms to describe events.	Use evidence to ask questions and find answers to questions about the past.  Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.

## Geography

Our topic for this term is 'The Rainforests'. Children will learn about the rainforests around the world: where they are, what it is like there, the layers of the rainforest, the animals that live in the rainforest, investigate the difference between the Amazon rainforest and Rendlesham forest, and think about how we can protect the rainforest.

The Rainforests Learning focuses					
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Ask and answer geographical questions about the physical and human characteristics of a location.	Use a range of resources to identify the key physical and human features of a location.	Describe key aspects of physical geography.	Describe geographical similarities and differences between countries.	Describe key aspects of human geography, including: land use, settlements, economic activity.

## Design and Technology

Our focus for this term is 'A robot toy'. Children will design and create a small robot toy from chosen, appropriate materials.

A robot toy Learning focuses		
I am designing a product for an audience, using software to design.	I am using suitable techniques and materials to create a product for an audience.	I am refining my work, evaluating the effectiveness of my design.

## Art

Our topic for this term is 'Henri Rousseau's rainforests'. Children will look at the work of Henri Rousseau, identify the techniques he used and attempt to replicate this in their own artwork.

Henri Rousseau's rainforests Learning focuses					
Henri Rousseau – what do we notice about his techniques?	Henri Rousseau – layering – experimenting with foreground, middle ground and background.	Henri Rousseau – discovering and testing other techniques of note.	Creating own artwork based on Henri Rousseau's work.	Creating own artwork based on Henri Rousseau's work, explicitly showing off techniques.	Justifying artwork and explaining inspiration.

## Computing

In this term our focus is 'creating media'. Children will plan, design, create and evaluate an animation using software.

Creating media Learning focuses					
Explain that animation is a sequence of drawings or photos.	Relate animated movement with a sequence of images.	Plan an animation.	Review a sequence of frames to check work.	Review and improve an animation.	Evaluate the impact of adding other media to an animation.

## PE

Our focus for this term is on honing our gymnastics and cricket skills. PE will be taught by Mr Cook and Mrs Dyer.

## French & Music

French and Music will be taught by Mrs Dyer on Wednesday afternoons.

---

I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,  
Mr Cook