






# Fairfield Infant and Colneis Junior Schools







## Year 3 Summer Term Information 2018

<b>Year group teachers:</b>	<ul style="list-style-type: none"> <li>• 3C - Mrs Churchyard (Year Leader)</li> <li>• 3A - Mrs Mackenzie and Miss Aberdein</li> <li>• 3L – Miss Lucas</li> </ul>
<b>Year group support staff:</b>	<ul style="list-style-type: none"> <li>• Mrs Lymer</li> <li>• Mrs Luck</li> <li>• Mrs Brennan</li> <li>• Mrs Liffen</li> <li>• Miss Bailey</li> </ul>
<b>Dates for the diary:</b> 	<ul style="list-style-type: none"> <li>• Visit to Foxburrow Farm – Life in the Rainforest – Thursday 17<sup>th</sup> May</li> <li>• Dental health educator visiting Year 3 classes as part of science topic - Wednesday 6<sup>th</sup>, 13<sup>th</sup> and 20<sup>th</sup> June am.</li> <li>• Parents' Open Afternoon (Topic/Art focus) - All 1:30 – 3:00</li> <li>• 3A Monday 21<sup>st</sup> May, 3L Thursday 24<sup>th</sup> May, 3C Friday 25<sup>th</sup> May</li>   <li>• Y2/Y3 Exchange Day Monday 9<sup>th</sup> July – Current Y3s visiting Fairfield for the day.</li> <li>• Class Assemblies             <ul style="list-style-type: none"> <li>3C - Wednesday 27<sup>th</sup> June (10.20 – 10.40)</li> <li>3L - Thursday 21<sup>st</sup> June (10.20 – 10.40)</li> <li>3A - Thursday 5<sup>th</sup> July (10.20 - 10.40)</li> </ul> </li> </ul> <p>Class assemblies will be followed by an opportunity to join your child's class for a learning activity.</p>

### Curriculum areas to be covered this term in:

<b>Literacy</b> 	<p><b>Types of texts we will be looking at</b> – poetry, traditional stories and stories connected to the rainforest topic, recounts, animal factual information</p> <p>The children will be learning:</p> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>• to justify their opinions and explain their ideas clearly</li> <li>• to ask relevant questions to extend their understanding to build vocabulary and knowledge</li> <li>• to join in with discussions, including philosophy sessions, responding to comments from others</li> <li>• to join in with group and class presentations and performances including drama activities and assemblies</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• continue to apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</li> <li>• to develop positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> </li> <li>• to recognise some different forms of poetry</li> <li>• to prepare poems to read aloud and to perform</li> <li>• to discuss words and phrases that capture the reader's interest</li> <li>• to retrieve and record information from non-fiction</li> <li>• to use a range of strategies to read with fluency and expression</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• use similies to write rainforest poems</li> <li>• understand how paragraphs can be used to group related material</li> <li>• retell parts of a traditional story using paragraphs to structure the writing</li> <li>• Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>• Organising factual information using headings and sub-headings</li> <li>• write a factual recount using paragraphs (our trip to Foxburrow Farm).</li> <li>• Revise and develop their understanding of different grammatical terms (verb, noun, adjective, adverb,</li> </ul>
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	<p>preposition)</p> <p><b>Phonics and Spelling</b></p> <ul style="list-style-type: none"> <li>• <b>1st half term</b> – Spell some common homophones. Spell words with the following prefixes: un-, mis-, dis-, re-, pre- and start to investigate further prefixes</li> <li>• <b>2nd half term</b> – To spell words with uncommon phoneme/grapheme correspondence (e.g. i spelt y in the middle of words, u spelt ou, k spelt ch, sh spelt ch, ay spelt ei, eigh or ey)</li> <li>• to spell topic words correctly</li> <li>• to revise and extend the 'tricky words' from the new curriculum lists for years 2 and 3</li> <li>• (NB some children will still continue to work on phase 5 and 6 Phonics.)</li> </ul>
<p><b>Numeracy</b></p> 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> <li>• make 3-D shapes using modelling materials</li> <li>• recognise 3-D shapes in different orientations and describe them</li> <li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• measure the perimeter of simple 2D shapes</li> <li>• tell and write the time from an analogue clock and 12-hour and 24-hour clocks digital clocks</li> <li>• compare durations of events (e.g. to calculate the time taken by particular events or tasks)</li> <li>• solve problems involving multiplication and division, including positive integer scaling problems</li> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• add and subtract numbers mentally, including; <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three –digit number and tens</li> <li>- a three-digit number and hundreds</li> </ul> </li> <li>• add and subtract numbers with up to 3 digits, including formal written methods of column addition, subtraction</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction including money amounts</li> </ul>
<p><b>Science</b></p> 	<p>The children will be learning about:</p> <p><b>Helping Plants to Grow Well</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Teeth and Eating</b></p> <ul style="list-style-type: none"> <li>• about how diet relates to personal health and well-being</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• about how teeth are related to diet and the importance of good dental hygiene</li> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> </ul> <p>This topic will be supported by a series of visits to the class by the community oral health educator</p>
<p><b>Topic (this includes all Foundation subjects)</b></p> 	<p>The topic for this term is <b>Rainforests</b></p> <p>The children will be investigating:</p> <ul style="list-style-type: none"> <li>• What is a rainforest?</li> <li>• Where are the World's rainforests?</li> <li>• What is it like in the rainforest?</li> <li>• What is the climate like in a rainforest?</li> <li>• What lives in a rainforest?</li> <li>• Who lives in the rainforest?</li> <li>• Why are the rainforests important to us?</li> </ul>

<p><b>PE</b></p> 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> <li>• Athletics – developing running, jumping and throwing skills</li> <li>• Games – developing the skills needed to play simple forms of tennis and striking and fielding games such as rounders and cricket</li> <li>• Swimming</li> </ul> <p><b>N.B.</b> Most PE and games for the summer term will be outside. The children need plain, dark shorts and house colour T-shirt. They will also need trainers, and perhaps a sweatshirt for chillier days. For swimming the children need costume or trunks, swimming hat and towel. Earrings must be removed for PE and swimming. Please write a note if your child cannot do PE or swimming.</p>
<p><b>RE</b></p> 	<p>The children will be learning:</p> <ul style="list-style-type: none"> <li>• About symbols and religious expression – Judaism – What is Passover and why is it celebrated?</li> <li>• About beliefs in action in the world – Christianity – How do Christians bring hope to the world?</li> </ul>
<p><b>Art and DT</b></p> 	<p>The children will be learning:</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• to develop their drawing, collage and 3D modelling skills</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• to design, make and evaluate a fruit salad</li> </ul>
<p><b>Music</b></p> 	<p>The children's music topics will be:</p> <ul style="list-style-type: none"> <li>• 'Let Your Spirit Fly' song. Playing notes C E F G A B high C. Playing semibreve and minim notes, and learning these as rests</li> <li>• 'Reflect, Rewind and Replay'. Revision of all musical aspects looked at in Year 3.</li> </ul>
<p><b>French</b></p> 	<p>The children will be learning about :</p> <ul style="list-style-type: none"> <li>• numbers to 30, family members, household items, basic prepositions <i>sur</i> and <i>dans</i>, food items and likes/dislikes</li> </ul>
<p><b>ICT</b></p> 	<p>The children will be learning</p> <ul style="list-style-type: none"> <li>• to begin to develop the skills needed to make an electronic book, using 'Book creator'</li> <li>• Internet research related to rainforest topic and presentation using 'Powerpoint'</li> <li>• continuing work on internet safety</li> </ul>
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>• Our reading target continues to be a minimum of 4 times a week, which can include the book sent home by the class teacher, home books, library books, newspapers, comics and magazines. Please record any home reading in your child's reading record. Remember that any child with 4x a week home reading signed by an adult is entered into the 'Golden ticket' draw each week</li> <li>• Maths and spelling/literacy homework are given out on a weekly basis on Fridays, to be handed in on Tuesdays. Please ask your child's teacher if you would like advice on how best to support your child at home with this.</li> <li>• Whole school 'Big Questions' talk homework is sent out weekly.</li> <li>• From time to time we may ask the children to do a little research to support the learning we are doing in other subjects.</li> <li>• Mymaths online activities to consolidate learning already done in class.</li> </ul>

Additional information about ways in which you can help your child at home:

- Encourage them to organise their own things ready for school and take care of their belongings
- Encourage them to talk about what they have learnt in school that day
- Teach them how to tell the time using an analogue clock and digital clock
- Encourage them to bring in items of interest related to their work
- Encourage your child to read regularly, do their homework and hand it in on time, and practise number bonds or mental maths strategies on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes.
- Read to your child as well as encouraging your child to read to you. Ask and answer questions about what you have read (There are ideas in the reading booklets given out at parents' evenings)