













Fairfield Infant and Colneis Junior Schools

Year 3 Spring Term Information 2019

Year group teachers:	<ul style="list-style-type: none"> • 3A – Mr Teare (Year Leader) • 3B - Mrs Mackenzie and Miss Aberdein • 3C – Miss Lucas
Year group support staff:	<ul style="list-style-type: none"> • Mrs Luck • Mrs Millier • Mrs Moore • Miss Jeffrey
Dates for the diary: 	<ul style="list-style-type: none"> • Class Assemblies (10.20 – 10.40 am) <ul style="list-style-type: none"> ○ 3A – 15th January ○ 3B – 24th January ○ 3C – 30th January <p>This terms class assemblies will be followed by an opportunity to join your child’s class for a ‘book café’.</p> <ul style="list-style-type: none"> • Archaeology sessions in school with Suffolk County Archaeology Outreach Officer – Date TBC • Drama day based on Sutton Hoo - Date TBC • Futsal Enrichment session – 8th February • Parents evenings Tuesday 12th and Thursday 14th February • Roman Feast Dress up day – Monday 11th February – more details will follow • Parents’ Open afternoon 1.30 – 3.00 Friday 22nd March
Curriculum areas to be covered this term in:	
Literacy 	<p>Types of texts we will be looking at –letters, factsheets, adventure stories, instructions and reports. The children will be learning:</p> <p>Spoken language</p> <ul style="list-style-type: none"> • to listen and respond appropriately to adults and other children • to justify their opinions and explain their ideas clearly • to join in with discussions, including philosophy sessions, responding to comments from others • to join in with group and class presentations and performances including drama activities and assemblies <p>Reading</p> <ul style="list-style-type: none"> • to further apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • begin to infer characters’ feelings, thoughts and motives from their actions and words • find evidence in the text to support their ideas • participate in discussion about books they have read and books that are read to them • use contents and index pages to find information quickly • think about the way different text types are written and recognise some conventions • to use a range of strategies to read with fluency and expression <p>Writing</p> <ul style="list-style-type: none"> • use a wider range of conjunctions and prepositions to show time passing • to use imperative (bossy) verbs in instructions • to use a storyboard to plan a story • begin to proof read their writing to check it for sense and punctuation and edit accordingly • begin to use speech marks to punctuate direct speech • to use the diagonal and horizontal strokes needed for joined handwriting and recognise which letters are best left unjoined <p>Phonics and Spelling</p> <ul style="list-style-type: none"> • 1st half term – to revise and extend the rules for adding suffixes -ness, -ful, -sion and -ly including adding -ly to adjectives to make adverbs and words with the ‘ch’ sound. • 2nd half term – continue learning about prefixes, including ‘super’ and ‘auto’ and developing their proof reading skills • Throughout the term • to spell topic words correctly • to revise and use correctly the spelling rules covered in Autumn term • to spell some ‘tricky words’ from the new curriculum lists for year 3 and 4

	<ul style="list-style-type: none"> (NB some children will still continue to work on phase 5 and 6 Phonics.) <p>Library day: 3A and 3C – Thursday, 3B Friday</p>
<p>Numeracy</p> 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, recognise angles as a property of a shape or a description of a turn (through computing sessions) identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle – (through computing sessions) 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 solve problems, including missing number problems, involving multiplication and division count from 0 in multiples of 4, 50 and 100; count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above begin to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
<p>Science</p> 	<p>The children will learn to work scientifically through the following science topics by:</p> <ul style="list-style-type: none"> making systematic and careful observations including taking accurate measurements setting up simple practical enquiries, comparative and fair tests recording findings using simple scientific language, drawings and labelled diagrams. <p>The children will continue the Forces and Magnets topic described in the Autumn term information letter and then also learn about:</p> <p>Light and Shadows</p> <ul style="list-style-type: none"> to explain that shadows are formed when light from a source is blocked; recognise that shadows are similar in size and shape to the objects forming them; to look for patterns in the way a shadow changes when the object or light source moves; to notice how light is reflected from surfaces
<p>Topic (this includes all Foundation subjects)</p> 	<p>The topics for this term are: 1st half term – Life in Roman Britain 2nd half term – The Anglo-Saxon and Viking Invasions</p> <p>The children will be learning:</p> <p>Life in Roman Britain</p> <ul style="list-style-type: none"> to explore what life was like in Roman Britain; to collect and present information that they have researched; to develop an awareness of the legacy left by the Romans. <p>The Anglo-Saxon and Viking Invasions</p> <ul style="list-style-type: none"> about where the Anglo-Saxons and Vikings came from and why they left their homelands; to explore what life was like in Saxon and Viking Britain to understand the significance of Sutton Hoo to develop an awareness of the legacy left by the Saxons and Vikings
<p>PE</p> 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> Gymnastics – creating sequences using balances and jumps Games – Invasion games - developing the skills needed to play games based on simple forms of basketball, handball and football and net games such as tennis (Over 2 terms rotation between classes) Dance – The Roman March and Gladiator Camp Swimming <p>N.B. For indoor PE the children need shorts and house colour T-shirt and will usually have bare feet. For outdoor games, especially during the cold weather, they will also need trainers, jogging bottoms and a warm sweatshirt. 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>

RE 	<p>The children will continue the theme of 'Religion and the individual' for the first half term, looking at some ways that a Hindu family would practise their religion, and comparing this with what they have learnt about Christian and Muslim families</p> <p>In the second half term they will begin to think about symbols and religious expression, firstly in the context of Christianity and the Easter story.</p>
Art and DT 	<p>The children will be learning:</p> <p>Art</p> <ul style="list-style-type: none"> to develop their understanding of colour, through the medium of paint and focusing on the work of Paul Klee, Matisse and Van Gogh to use Saxon art as a stimulus for work on printing, using repeated patterns <p>DT</p> <ul style="list-style-type: none"> to use equipment with some accuracy to cut and shape materials and to fix components together. to develop cutting skills for food preparation
Music 	<p>The children will be:</p> <ul style="list-style-type: none"> learning basic instrumental skills by playing tunes in varying styles introduced to the language of music theory and composition learning about some of the work of Benjamin Britten the historical context of R&B and Reggae
French 	<p>The children will be learning:</p> <ul style="list-style-type: none"> to use what they have learnt already - greetings, classroom objects and instructions, colours and numbers to 10 say the months of the year to name parts of their body and describe their features using colour to name and describe someone else using Il or Elle for male or female to name and describe some animals to use numbers 11 - 20
Computing 	<p>The children will be learning:</p> <ul style="list-style-type: none"> to use directional language and sequences of instructions to create simple programs about simple algorithms and how inputs and selection can be used in programs Recognise some familiar forms of input and output devices and how they are used With support select and use a variety of software to accomplish goals (iPad Pure Flow, Hopscotch, A.L.E.X. Daisy Dino, Beebots)
PSHE 	<p>The children will be thinking about what their goals could be for the new year. They will also find out how they are connected in many ways to their peer group. They will acknowledge the importance of getting along with their peer group, and understand ways of resolving conflict. They will recognise, respect and value the feelings of other children.</p>
Homework	<ul style="list-style-type: none"> 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 remember to record any home reading in your child's reading record. Written Maths and literacy homework are given out on a weekly basis on Fridays (purple book), 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. A few 'tricky word' spellings to learn each week – see blue home/school diary for list. Revise 2x, 5x and 10x table facts and begin to learn 3x and 4x tables WOW! Word of the week homework will be discussed in assembly on Friday and sent out weekly on parentmail. Later in this term, there will be a 'mini' home project to make a small artefact for a class museum linked to one of the history topics we will have covered – more details to follow

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 your child to read regularly, do their homework and hand it in on time, and practise number bonds, mental maths strategies or times tables 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)